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THE UNIVERSITY OF ALBERTA

THE DEGREE OF ASSOCIATION BETWEEN GENERAL AND CLOTHING VALUE SYSTEMS AND ITS RELATIONSHIP TO BEHAVIORAL ASPECTS OF CONSUMERS

by

© JANET LAURA FOREST

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

IN

CLOTHING AND TEXTILES

FACULTY OF HOME ECONOMICS

EDMONTON, ALBERTA

FALL, 1976

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, a thesis entitled The Degree of Association Between General and Clothing Value Systems and Its Relationship to Behavioral Aspects of Consumers submitted by Janet Laura Forest in partial fulfilment of the requirements for the degree of Master of Science.

Supervisor

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Verna Lafleur

Date August 6, 1976

ABSTRACT

THE DEGREE OF ASSOCIATION

BETWEEN

GENERAL AND CLOTHING VALUE SYSTEMS

AND ITS RELATIONSHIP TO

BEHAVIORAL ASPECTS OF CONSUMERS

by

JANET LAURA FOREST, MASTER OF SCIENCE

Major Professor: Dr. Anne Kernaleguen

Faculty of Home Economics

Division: Clothing and Textiles

The purpose of this study was to answer two questions, "Does a relationship exist between general values and clothing values?" and "How does this relationship relate to characteristics and behavioral aspects of consumers?" The aspects of consumer behavior under consideration are: location of purchases, motivational aspects, spending level, purchasing practises, consumer satisfaction, and consumer concerns. The theoretical basis for this study was that values are rank order entities which guide man's behavior in life. The behavior under consideration was consumer behavior and a social psychological approach was taken.

It is concluded that a moderate positive relationship does exist between general and clothing values. The degree of association between general and clothing values was significantly related to spending level and the consumer concerns: quality of fabric and care-labelling.

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INTRODUCTION

This study was designed to answer two questions: Does a relationship exist between the general and clothing value systems? If so, how does this relationship relate to characteristics and behavioral aspects of consumers?

The objectives of this research were basically to: gain information through a mailed questionnaire from a sample of consumers with regards to their general value system, clothing value system, background characteristics and aspects of consumer behavior; to determine the degree of association between general and clothing value patterns of consumers; to relate the degree of association between the general and clothing value systems with the characteristics and behavioral aspects of consumers; and a descriptive analysis of the background characteristics and behavioral aspects of consumers.

CHAPTER 1

NATURE AND PURPOSE OF STUDY

In spite of the great need for understanding, explaining and predicting consumer behavior, very little work has been done in this area and little is known about the motivational forces involved in consumer behavior. The complexity of consumer behavior necessitates a breakdown of the behavior into component parts for the purpose of analysis in order to identify possible contributing aspects. In other realms of human behavior, values have played a significant role and evidence indicates that values may have a dynamic effect on consumer behavior as well.

The term "values" is broadly conceptualized as fundamental beliefs and feelings which include or direct our specific attitudes and interests. It can be assumed that values will operate as a directive force or motivate the individual in specific fields of human behavior (Britt, 1970). Research has shown (Lapitsky, 1961, Creekmore, 1963, Finlayson, 1959, Dowdeswell, 1972) that general basic values are usually consistent with values in the clothing area, and these in turn are consistent with some attitudes concerning clothing and behavior in the selection and use of clothing. The reason for a lack of significant correlation between the General Values System and the Clothing Values System however, is not known. This proposed study could provide valuable information in answering the above question.

When specific value pattern does not represent the General Value Pattern of an individual, a situation exists which requires explanation. Any theory of consumer behavior must recognize the importance of social forces as they shape this behavior. In order to understand consumer

behavior it is imperative to look, not only at psychological factors, but also at the sociological factors. A study such as this with a social psychological approach would be very beneficial in understanding and explaining consumer behavior. In regards to consumer behavior in the area of clothing, Ryan (1966) gives a Strata of Explanation as follows:

1st Stratum (Preferences) - The attributes of the garment itself - factors which are completely independent of the respondent and can be measured objectively, such as color, fiber, weave, price, style, shape of collar, etc.

2nd Stratum of Explanation (Satisfaction) - is concerned with the properties of the individual attributes or the components of satisfaction. Examples of responses are: ease of care, durability, appearance, performance, etc.

3rd Stratum of Explanation (Motivation) - is motivation in the selection of clothing as found in the relationship between interests and values in clothing and the general interests and values of the individual.

4th Stratum is concerned with the ultimate explanations of behavior. Explanations of why the individual has interests and values which lead to consumer choices. Recent studies have entered into the 3rd level, and the 4th level is in whole an unattainable research objective, although it can be touched upon through the use of social psychological instruments.

Basically, the proposed study is in Ryan's 3rd Stratum of Explanation, but extends into the 4th Stratum. In so doing, the study concerns itself primarily with needs, values and wants of individuals rather than with

characteristics of the clothing items. In addition, the individual cannot be studied in isolation but rather in interaction with the social environment. A study such as this with a social psychological approach would be very beneficial in understanding and explaining consumer behavior. In contributing to our understanding of the consumer it could also provide valuable direction for educational programs and future research.

Objectives

Four objectives have been formulated for this research:

1. To gain information from a sample of consumers with regards to their:
   (a) General Value System
   (b) Clothing Value System
   (c) Background Characteristics:
      (i) Sex
      (ii) Marital status
      (iii) Number and ages of children
      (iv) Spouse's occupation
      (v) Place of residence
      (vi) Place of work
      (vii) Level, Experience, and Training of Teacher
   (d) Aspects of consumer behavior:
      (i) Location of Purchases
      (ii) Motivational Aspects
      (iii) Spending Level
      (iv) Purchasing Practises
      (v) Consumer Satisfaction
      (vi) Consumer Concerns

2. To determine the degree of association between consumers' General Value and Clothing Value Patterns.
3. To relate the degree of association between General Value and Clothing Value Patterns to background characteristics and aspects of consumer behavior.
4. To study background characteristics and behavioral aspects of consumers.

Limitations

1. The sample was randomly selected from teachers professionally employed by five school boards in Edmonton and surrounding districts. Generalizations therefore, cannot be made beyond this population.
2. The data were collected in the form of a mailed questionnaire, and hence there is not as much control as with some other methods of data collection. The respondent could actually get someone else to fill out the questionnaire or misinterpret the questions. Other types of data collection such as the interview could minimize such problems.

CHAPTER II

REVIEW OF LITERATURE

A body of research has been established and a number of theories have been developed in the area of Values and Consumer Behavior. The most pertinent have been reviewed under three headings: General Values, Clothing Values and Consumer Behavior and Marketing Research.

General Values

The value realm consists of enduring and central clusters of beliefs, thoughts and feelings which influence or determine important evaluations or choices regarding persons, situations, and ideas. Values influence judgements or specific situations or goals by providing an abstract frame of reference for perceiving and organizing experience and for choosing among possible courses of action.

The measurement of values must overcome two basic problems. Items selected must (1) be neither too general nor too specific; (2) distinguish between values as what is preferable as opposed to what ought to be desired. In other words, values may indicate societal values, as what one "should" or "ought" to believe i.e. honesty, trust. On the other hand, values may indicate individual values or what is preferred by the individual i.e. economy, aesthetics. This study is interested in General Values as "what is preferred"; therefore a scale was chosen accordingly.

A "value system" is a hierarchial organization--a rank ordering of ideals or values in terms of importance. The Allport-Vernon-Lindzey Scale of Values (1960) enables one to measure the relative order of importance of six classes of values - theoretical, social, political, religious, aesthetic, economic. The Study of Values (Allport, Vernon, Lindzey 1960)

was originally published in the year 1931, and revised in 1951. The classification is based directly upon Edward Spranger's "Types of Men". His theory implies the view that the personalities of men are best known through a study of their values or evaluative attitudes. Spranger does not imply that a given man belongs exclusively to one or another of these types of men. His depictions are entirely in terms of "ideal types". This test looks at the relative importance of six areas of values. It measures preferences, not what ought to be preferred.

Behavior is influenced by the value system hierarchy. Values are thought to run in a continuum from most to least important and the arrangement is susceptible to alteration as the organism matures (Rogers, 1962). An individual's value system is much like an organized set of rules which are used for making choices and for resolving conflicts (Rokeach, 1968). Those values which are high in importance to the individual should supersede other values in a forced choice decision process.

> One advantage we gain in asking subjects to rank-order a set of positive values for importance is that the subject, having little or no awareness of the psychological significance of his responses, has little or no reason to disguise them (Rokeach, 1968, p. 172).

Murray (1938) believed that the needs which an individual experiences are in direct response to a value. Kluckhohn (1956) differed in opinion; she believed that needs can both arise from, and create a value, serving partially as an inhibitor and partially as an aid in satisfying needs. The individual who satisfied his needs, and identified and fulfilled values was known as a self actualized person in Maslow's (1954) framework.

Kluckhohn (1950) developed a value orientation theory and an instrument based on this theory of dominant and varied value orientations.

> Value orientations are complex but definitely patterned (rank ordered) principles, resulting from the transactional interplay of three analytically distinguishable elements of the evaluative process--the cognitive, the affective, and the directive elements--which give order and direction to the everflowing stream of human acts and thoughts as these relate to the solution of "common human problems" (Kluckhohn and Strodbeck, 1961, p.4).

An individual's ideas of conditions and objects that give meaning to life and reality, as he thinks it should be, contribute to the formation of values. When the human organism is confronted with a decision making experience, the degree of applicability this event has to a value will determine the degree of influence the value will create (Combs and Snygg, 1959). The clearer values are to an individual, the more likely they are to influence behavior. Studies by Combs and Snygg (1959) indicate that values differ greatly in the degree of clarity with which they are perceived. Those values which are precise in the individual's perceptual organization are more likely to influence behavior.

> Man's long time preferences, his deep-rooted tastes and interests, his objects of respect and reverence are his values. He makes decisions on the basis of them (Greiger, 1947, p.167).

The items in life which are important to an individual are part of a value system. General values influence choices made during most situations; clothing values influence choices which involve clothing based decisions.

Clothing Values

The first research which used Allport, Vernon, Lindzey's Scale of Values in relation to clothing was done by Newman, Nickerson and Bryers (1933), who related scores on the Allport, Vernon, Lindzey's Scale of Values with general interest in clothing. They found no relationship between men's interest in clothing and their scores on the value test. Women who were high on economic, aesthetic or political values were also high on clothing interest. There was also an attempt to relate specific interests in clothing to specific values, but a low correlation was found. The correlations however, were in the predicted directions, hence, it was suggested that more rigid experiments would disclose the nature of the relationship.

Lapitzky (1961) provided a major link in the field of clothing values by delineating major clothing values and developing an instrument to measure these values. Lapitzky (1961) hypothesized a correlation between both clothing values and general values and social security-insecurity. She adapted the format of the Allport-Vernon-Lindzey Scale of Values and formulated the following: Aesthetic, Economic, Political, Social I and Social II as Clothing Values to be measured but dropped the theoretical and religious values because she believed these would not be related to interest in clothing. A second social value was added. Lapitzky hypothesized that in addition to the philanthropic nature of the social value described by Spranger and measured by Allport Vernon's test, there was a value which stressed the need to be accepted and approved by others. Since no suitable instrument in clothing values was available, she developed a Clothing Value Scale. She defined Clothing

Values as: "wishes, desires, interests, motives, or goals which an individual considers worthwhile and thus are major determinants of attitudes and behaviors in relation to clothing choices and usage" (Lapitzky, 1961).

The first attempt to devise an instrument to measure the strength of each clothing value independently of other values was abandoned because of numerous difficulties. Instead an instrument was developed to measure the relative strength of the Clothing Values. Lapitzky (1961) proposed, and the results of her study confirmed the hypothesis - that positive relations exist between Clothing Values and parallel General Values. She worked with a sample consisting of a group of teachers and a group of college students. For the teacher group the correlation between Clothing and General Values was significant in terms of Aesthetic and Political Values but not significant in terms of the other parallel values. The reason for the lack of significant correlation between other parallel clothing and general values is not known.

The Lapitzky clothing test was used in a study by Altpeter (1963) who investigated the relationship between clothing values and certain aspects of consumer behavior. For a group of young married women, she found that those who rated above average on aesthetic value enjoyed shopping, preferred to shop alone, searched until they found clothes which they considered beautiful and unusual, and had a high interest in clothing. An above average score in the economic value was related to buying traditional and comfortable style, shopping primarily at local department stores, examining seams before buying and having little interest in shopping for clothes.

In 1963, Creekmore expanded the Allport, Vernon and Lindzey's (1931) Study of Values to include two additional general values, the sensuous [stimulation of the senses at a physiological level] and the exploratory [spontaneous curiosity]. She hypothesized positive relationships between certain aspects of clothing behavior, general values of the individual and relative fulfillment of these basic human needs. Creekmore used the Allport-Vernon-Lindzey Scale of Values and compared the results with clothing behavior, measured by a clothing interest inventory consisting of 14 classifications which were indicative of clothing behavior in usuage but not in the purchasing of clothes. Creekmore found that clothing was used as a means to gain status; conformity was inversely related to social position. She used Hollingshead's (1958) method and found that social position affected the score on aesthetic concern and status symbol use of clothing. Individuals from high social classes regarded clothing as a tool to achieve personal goals and ranked high on the status use of clothing.

Another attempt to develop a test of clothing values parallel to some of the values measured by the Allport-Vernon test was made by Finlayson (1959), who investigated consumer motivation in the selection of sweaters as related to general personal values. The variable measured was consumer satisfaction with sweaters and the components of satisfaction were defined as: becomingness, beauty, comfort, likely to be admired by friends, ease of care, and good buy. She related the scores on the Allport-Vernon test for the social, economic and aesthetic values to the relative importance of the above six components of satisfaction in sweaters. Her results showed that there was a strong tendency for a

general value to be operative in selection of certain components that tent to bring satisfaction in clothing.

Kernaleguen (1971) developed an Inferred Values of Clothing Inventory to assess the relative importance of five basic clothing values. These five values were: self expression, aesthetic, economic, comfort (physical and psychological), and social (acceptance and leadership). The Inferred Values of Clothing Inventory was used by Dowdeswell (1972) to evaluate the adjustment of women to pregnancy, and by Crown (1975) to examine the relationship of clothing values to consumers' perception and acceptance of color change in fabrics. The social value was found to be low in all of the previous studies. Theberge and Witter (1975) produced the Clothing Values Scale, in which subjects indicated a rank order for seven descriptive stories, each focusing on a different value orientation. The instrument was a refinement of the measure developed by Kernaleguen (1971).

Although there is still much research to be done, evidence so far suggests that general values are reflected in clothing values and that these in turn are related to specific clothing attitudes, interests, choices and to behavior in the selection and use of clothing.

Consumer Behavior and Marketing Research

Purchasing behavior is one part of the overall pattern of human behavior. An elaborate model of consumer decision making has recently been presented by Nicosia (1966). Drawing heavily on the behavioral scientist, the Nicosia model views consumer behavior as a complex dynamic interplay among product attributes, consumer attributes, and external influences.

Since the late 40's marketing researchers have theorized that personality should be related to the consumer decision process. That is consumers with certain personality profiles would be more prone to "brand-loyal purchases" and specific styles or colors, and would prefer certain stores or exhibit other consistent purchase behavior patterns. It has been found that a vast array of variables affect buyer behavior: personalities, sociological attitudes and communication variables.

An analysis of action is an analysis of how the individual's market behavior is determined (Ardnt, 1968). Any bit of action is determined on one hand by the total make up of the person at the moment and on the other hand, by the total situations in which he finds himself. This relationship is represented as a product of factors in the individual and factors in the situation. Explanations must always include both the objective and the subjective and these are always in inseparable interrelationship. What a person is at any moment, governs what he does in the given circumstance. What he is on the side of action possibly comprises motive and mechanism. Hunger and the desire for a new red necktie are motives. The ability to walk when entering a restaurant, or the mental equipment used in reading an advertisement, or in recalling one's lack of funds are mechanisms. These mechanisms are not independent of the motives but are directed by them. Motives and mechanisms are different aspects of the same total individual makeup which determines action at any moment. By motives we mean the set of inner guiding processes which determine the movement of behavior towards ends or goals. The processes may be conscious or unconscious. They consist of some condition of tension or disequalibrium within the person, with the ensuing conduct serving to

relieve the tension or to reestablish the equilibrium. Such a theory is often referred to by Social Psychologists as the "Cognitive Dissonance Theory". Our actual buying behavior is largely an expression of specific attitudes, that is, action tendencies towards particular objects, reflecting the very directions of motivation, as these have been molded in the course of experience. One's negative attitude towards a certain store for example, may be an expression of injured pride occasioned by a domineering salesman. The attitude in turn leads one to avoid the store, to criticize it, or perhaps to praise the leading competitor and to concentrate one's buying there. Mechanisms, however, also play an important role. An analysis of action must include more than motives alone. The motives operate in a way that is determined by other structures and processes as well (Ardnt, 1968).

All activities of a consumer are subject to environmental influences. This influence may be weather, the layout of the city, the shopping cart or other people. What might not be so clear is the social influences, that is, the impact of other people on consumer behavior. The influence may be subtle such as when one woman tells another that knee length dresses are out. The influence may be subconscious for example, when a person buys a certain brand of car to obtain the approval of others. Finally, the influence of others on consumer behavior may be very direct, such as when a mother tells her daughter "NO" to a request for a new skirt. Social influence can operate in any stage of the consumer behavior process. It can cause needs to arise and a subsequent tension state. It can cause variants in the magnitude of the tension state. Further, it can operate on cognitive activities of consumers and determine

the type of action a consumer may take to satisfy a need or value. Finally it can be a determinant in the amount of satisfaction or dissatisfaction a consumer receives from some action.

An article by Davis and Rigaux (1974) reviewed a study of the degree of influence exerted by both husbands and wives for 25 economic decisions. Three of the 25 decisions involved clothing: husband's clothing, wife's clothing, and children's clothing. Decisions regarding wife's and children's clothing were wife dominant and for men's clothing decisions there was variability in role concensus.

Two studies were conducted by the Survey Research Center of the University of Michigan with regard to husband-wife responsibility in money management and purchasing decisions. It was found that wives exert the main influence in 40% of the households; husbands exerted the influence in 25% of the households; and couples jointly in about 20% of the households in the study (Komarovsky, 1961).

A study by Ferber and Lee (1974) seems to lend support to the idea that the family may not be a homogeneous unit for study of at least certain aspects of economic and marketing behavior. Rather the interrelations between the members of a couple and the roles each of them plays in family decision-making would seem to be a distinctive factor to be considered in seeking a better explanation of consumer behavior.

Research carried out by Haines and his associates (1968) studied the decision processes of women shopping for clothing. It involved a measure of the longest and of the shortest acceptable path in a decision. This measure represents upper and lower limits to the amount of information that must be processed to arrive at an acceptable alternative and

hence gives some indication about the potential information demands (Haines, 1974). Haines formulated what he termed the principle of information processing parsimony: "Consumers seek to process as little data as is necessary in order to make rational decisions" (Haines, 1969).

Research undertaken by Stone and Form (1957), entitled The Local Community Clothing Market: A Study of the Social and Social Psychological Context for Shopping showed that socio-economic status of a shopper was a deciding factor in shopping location. It was found that the higher the social status of the shopper, the more specialized was her shopping; the lower her social status, the more likely she'd include other activities in her clothing shopping trips. The middle class women spent less time shopping for clothes than did women in the upper or lower status groups. Younger women tended to shop during the afternoons in the latter part of the week, whereas older women and upper class women preferred to shop in the mornings in the early part of the week. Stone and Form asked: "When you shop for clothes, do you know exactly what you want, do you have a general idea, or are you not quite sure?" Generally, the younger, high school educated, middle-social economic group, upward aspiring, cosmopolitan-oriented women reported they knew exactly what they wanted when they shopped for clothing. The older, either college educated or only grade school educated, high or low socio-economic group, non-aspiring, local orientated women were uncertain of what they wanted. The young shoppers preferred to shop alone, while women in their 40's preferred to shop with others (40% husbands; 25% friends, 25% younger family members). Stone (1954) studied urban shoppers according to their attitudes towards stores. His research discovered four types of shoppers

as follows:

1. The economic consumer who has strong attitudes about price quality and assortment of merchandise.
2. The personalizing consumer who required a personal relationship with the store personnel.
3. The ethical consumer who possesses favorable attitudes towards small independent businessmen. He had negative feelings towards chain stores and wanted "to help the little guy out".
4. The apathetic consumer who viewed shopping as a bothersome task. As Stone notes he shopped "to get it over with". His main prerequisite for a store was convenient location (Stone 1954).

Factors determining retail shopping preferences were studied by Converse (1947) who found that consumers will travel further for fashion goods such as clothing than for food, drugs, bulk goods or service goods and that women will travel further than men for clothing items. It was also found that those with higher income will shop at a greater distance than those of low income.

More than a decade ago Martineau (1954), Director of Research and Marketing for the Chicago Tribune, observed that people tend to patronize stores that match their personalities. He noted that individuals will select stores that enhance their self images, their attitudes about themselves. He further observed that the decision to shop downtown as contrasted to a shopping center has a psychological basis. He concluded that some of the psychological variables that determined in great part where a person would shop were friendliness, excitement, glamour, enhancement of self image and of course economics; the latter being only

slightly important. Stores have a personality, a total image, and many more meanings in the consumer's mind than strictly a place for day to day transactions. Prices and savings only represent one area of what a consumer thinks and feels about the store. Far more than any bargain, the overall store atmosphere (or personality, or image) is the determinant of regular buying, or the preselection of the customer body (Martineau 1954).

A report by Rich and Porter (1964) on women shoppers in downtown stores emphasized department store imagery. An important part of the study dealt with the reasons which prompted women to do more of their shopping in one particular store than in any others. The stores most frequently mentioned fell into three groups, high fashion appeal, price appeal and broad appeal. The stores with the high fashion image in the minds of consumers are the ones most favored by the high income women whereas the price appeal stores attract very few of these customers. The middle income women represent the largest group for all three types of stores. The low income women go mainly to the board appeal and the price appeal stores although some patronize the fashion appeal stores. As for the relationship between life cycle, age and children, and store preference, high fashion stores attract many of the women forty or over especially the ones without children at home. The women presume they have more money to spend and are more demanding of the type of service found in these stores. As to the broad appeal and the price appeal stores, women under forty with children are the most important single customer group although women in the over forty group are numerous. Younger women with no children at home are not an important group of

of shoppers for any of the stores. For women whose favorite store is the downtown fashion appeal store, 41% live in the suburbs. This is in contrast with the broad appeal and the price appeal stores whose customers are much more likely to live in the city. In the group of women favoring high fashion stores, 42% also shop at discount stores on occasion. Many of the higher income women whose favorite stores are fashion appeal ones, still go to discount houses for merchandise such as children's clothing and appliances. The customers of the fashion appeal stores are most likely to be in the middle income and upper income brackets in the forty and over age group often without children at home and living in the suburbs. These women are quite interested in fashion and less interested in bargain hunting.

Price does enter into the social behavior of consumers. It plays a role in the attraction among consumers as well as the interaction between consumers and marketers.

Rising prices of a product can cause the consumer to view it as more desirable. Here price-quality values are more complex than implied by simple economic analysis. Higher prices consequently may mean other things to consumers:

1. Higher prices may indicate that the product is more fashionable and a few dollars more may be a low price to pay for the assurance that one is in style. Women who shop in high fashion stores expect to pay more for clothing items, but the shopper believes she is getting more, mainly, latest styles. She usually is quite aware that she can buy similar items of clothing at lesser prices, but they present an element of risk, that is the clothes may not be fashionable.

2. Increased prices may imply that there is simply more quality. In other words, the implication is that it offers more if the price is increased.
3. Increased prices of a product may suggest that there is a new model or style available. Consumers have a desire for newness (witness the frequent use of the word "New" in advertisements) thus an increased price may be interpreted by some consumers as an indication of a new feature.

It is believed that for certain segments of the consuming public particular goods are prestigious and are consequently valued for their price (Kernin and McNeill 1967). In such cases prices are apparently used as a social barrier to another class. This is exemplified in the old statement, "If you have to ask how much it costs you can't afford it". On the other hand, price is often a topic of conversation. These conversations allow a housewife, for example, to prove to her contemporaries that she is not only an economical person but also a knowledgeable shopper. It is not uncommon for a group of neighborhood housewives to get together over coffee and consider the weekend specials together. Such practise provides a socializing vehicle while developing sophistication among consumers (McNeill 1968).

A study by Schleede (1974) investigated women's use of credit cards when purchasing clothing for themselves. A questionnaire was answered by 122 Illinois women. It was found that 49% of the respondents reported never using credit cards and those who did use credit cards usually used the individual store type of charge account.

One general finding that has emerged from the concept of psychological marketing segmentation is that consumers tend to buy the brand whose image most closely corresponds to their own needs. The image is created for the type of consumer for whom the brand promises particular satisfaction.

Market segmentation as a strategy may be defined as the tailoring of the marketing mix components to the needs and wants of selected subgroups within the overall market. In other words, the market segmentation approach assumes that consumers are different and that these differences may be utilized (Frank, 1968). During the last decade there has been an increased search for new market segmentation criteria, which effectively predict product choice or usage rates. Traditional criteria like age, education, occupation, sex or marital status, have not been sidelined but have been joined by psychological and sociological variables such as values, attitudes, personality, mobility, life style, social class, etc. (Sheth 1967). In a typical market research study data is collected on characteristics of respondents, age, income, education, number of children in the family, area of residence, social class, personality test scores, and so on. Also data is collected on some aspect of consumer behavior, such as purchasing of certain products or certain brands, and cross-tabulations are performed to find out whether the characteristics contribute anything to our understanding of the behavior (Wells 1968). Such analysis shows that consumer products fall into meaningful groups that help illuminate the roles, the customs, the attitudes, and sometimes the personality characteristics of distinct groups of consumers. Much of the behavior we are interested in studying is a complexity of many factors,

that is, it is multi-dimensional in character. We often side step this complexity by picking some unidimensional attribute which is assumed to be independent of the more complex phenomena we seek to understand.

Another socio-psychological variable affecting consumer behavior is perception. It is not unusual for a person to perceive a stimulus in a certain manner and later another person will change the first person's perception of that stimulus. The personality is in effect a processer or filter for incoming stimuli. Consequently, a person may or may not perceive stimuli in the same way depending on the similarities and differences in a personality makeup. As one authority states "every perceiver is as it were to some degree a nonrepresentational artist, painting a picture of the world that expresses his individual view of reality" (Krech 1962).

Consumers' buying is governed by the influences playing upon them from the outside no less than it is by their inner dispositions. These external factors may be thought of as centering in the product itself, and spreading from that center to a vast range of other influences more and more remote. Next to the attributes of the product, the influences most significant for the purchase are the selling methods, advertising, store, and generally, conditions surrounding the sale. In general then, one proceeds in his analysis of any bit of action by analyzing those motives and mechanisms that appear significant and also by studying the outside conditions which appear most clearly related to those inner dispositions. Explanations are found by working back and forth, between individual dispositions and external influences; the behavior of the moment is always governed by both (Day, 1971).

CHAPTER III

METHODS AND PROCEDURE

The topics relevant to the Method and Procedure will be presented as follows: Theoretical Framework, Definition of Terms, Hypotheses, Descriptive Analysis, Description of Instruments, Sampling Procedure, Data Collection and Analysis of Data.

Theoretical Framework

The Theoretical Framework for this study is based on the research findings reviewed. In other realms of human behavior, values have played a significant role and evidence indicates that values may have a dynamic effect on consumer behavior.

Existing literature indicates that values are rank order entities which guide man's behavior in life. An individual's value system is much like an organized set of rules which are used for making choices and for resolving conflicts (Rokeach, 1968). Research has shown that general basic values are usually consistent with values in the clothing area and these in turn should be consistent with behavior in the selection and use of clothing. Any theory of consumer behavior must also recognize the importance of social forces as they shape this behavior. In regards to consumer behavior in the area of clothing, Ryan gives a Strata of Explanation involving four levels of research objectives (Ryan 1966). This study is basically in the Third Stratum of Explanation, but extends into the Fourth Stratum by the inclusion of social psychological variables.

Definitions of Terms

General Values: The general value system on which this investigation was based was developed from Spranger's (1928) Types of Men by

Allport and Vernon in 1931 and later revised by Allport, Vernon and Lindzey in 1951. Their value system incorporated six types: the Theoretical, Economic, Aesthetic, Social, Political, and Religious.

Each of these general values is operationally defined as a score received as measured by Allport, Vernon, and Lindzey's Study of Values. The values are conceptually defined (Allport, Vernon and Lindzey, 1960) as:

Economic (Econ): The economic man is the practical individual interested in freeing himself from his immediate wants through production, marketing, and consumption of goods. He prefers utility to all values and is frugal with time and space as well as money.

Aesthetic (Aesth): The aesthetic man is concerned with form and harmony in every act and deed. He uses grace, symmetry, or fitness to test all and believes that beauty is the ultimate truth. The aesthetic man is not necessarily the creative artist but he must be concerned with the artistic aspects of all of life.

Political (Polit): The political man is the individual interested in having material or manipulative power over others to direct and influence them according to his own wishes. He is motivated in every aspect of life by his desire to dominate and his love of power.

Social (Soc): The social man is primarily motivated by his love of people. He is kind, sympathetic, and unselfish; and for him love--an altruistic and philanthropic love toward others is his highest value.

Theoretic (Theo): The theoretic man aims at objectivity and seeks to understand, to order, and to systematize knowledge. He pursues truth for its own sake and, since he is essentially an intellectual, has one

consuming passion--the acquisition of a theoretical understanding of objective knowledge.

Religious (Relig): The religious man is the mystic who sees in every experience a touch of the divine. He searches unceasingly for the grand scheme and tries to relate himself to the whole as he sees it. He is permanently devoted to the creation of the highest and absolutely satisfying value experience.

Clothing Values have reference to the wishes, desires, interests, motives, or goals which an individual considers worthwhile and thus are major determinants of attitudes and behavior in relation to clothing choices and usage. The clothing values used in this study are conceptually defined (Lapitzky, 1961)(Kernaleguen, 1971) and operationally defined below:

LAPITZKY'S CLOTHING VALUES	KERNALEGUEN'S CLOTHING VALUES
Economic: the desire for comfort and the conservation of time, energy, and money in relation to clothing usage and of selection.	Economic: seeking maximization of resources through clothing. Operationally defined as Sandy in Kernaleguen's Clothing Value Inventory.(Appendix E)
Aesthetic: the desire for, appreciation of, or concern with beauty in clothing.	Aesthetic: seeking beauty in clothing. Operationally defined as Ann in Kernaleguen's Clothing Value Inventory.
Political: the desire for obtaining prestige, distinction, leadership, or influence through clothing usage.	Social Leadership: seeking recognition from others through clothing. Operationally defined as Candy in Kernaleguen's Clothing Value Inventory.
Social I: the expression of regard for fellow beings through clothing behavior. The individual to whom this value would be of greatest concern would not wear clothes which were more expensive or fashionable than those worn by his friends. Further, clothing would be shared with others even though it might be returned soiled or somewhat damaged.	Social Acceptance: seeking membership with others through clothing. Operationally defined as Sue in Kernaleguen's Clothing Value Inventory.
	Self Expression: communicating individuality through clothing. Operationally defined as Nancy in Kernaleguen's Clothing Value Inventory.

Social II: the desire for obtaining social approval through clothing usage with conformity playing a prominent role.

Physical Comfort: seeking well-being of the body through clothing. Operationally defined as Debby in Kernaleguen's Clothing Value Inventory.

Psychological Comfort: seeking well-being mind through clothing. Operationally defined as Pam in Kernaleguen's Clothing Value Inventory.

Lapitzky's Clothing Values are operationally defined as the score received for each of the above values as measured by Lapitzky's Clothing Value Measure. (Appendix D)

Behavioral Aspects: The behavioral aspects of consumers which are under consideration in the Consumer Information Questionnaire (Appendix C) are conceptually and operationally defined below.

Location of Purchases: The location of purchases includes the locality (urban, suburban, exurban, rural) and type of retail store in which consumers do most of their clothes shopping.

OPERATIONAL DEFINITION: Answers to question numbers 1 and 2 on Consumer Information Questionnaire.

Motivational Aspects: Stimulus which induces consumers to buy or which must be circumvented lest they refuse to buy. (Media appeal, influence of significant other, specificity of purchasing plans.)

OPERATIONAL DEFINITION: Answers to question numbers 10, 11, 12, 20, 21, 23 on Consumer Information Questionnaire.

Spending Level: Percentage of income allotted for clothing and the amount of money the consumer will spend on specific clothing items (maximum, minimum and most recent purchase.)

OPERATIONAL DEFINITION: Answers to question numbers 17, 18, 19 on Consumer Information Questionnaire.

Purchasing Practises: Patterns of shopping behavior (time of day, day of week, frequency) and method of payment.

OPERATIONAL DEFINITION: Answers to question numbers 6, 7, 8, 9, 24 on Consumer Information Questionnaire.

Consumer Satisfaction: The feeling state of an individual with regard to a specific purchase and shopping in general.

OPERATIONAL DEFINITION: Answers to question numbers 12, 13, 14, 25 on Consumer Information Questionnaire.

Consumer Concerns: Important factors in the acquisition of wearing apparel.

OPERATIONAL DEFINITION: Answers to question number 15 on Consumer Information Questionnaire.

Hypotheses

H1a: A significant positive correlation exists between the general value system as measured by Allport, Vernon, Lindzey's Study of Values (1960) and the clothing value system as measured by Lapitzky's Modified Clothing Value Test (Appendix D).

Lapitzky (1961) similarily hypothesized a correlation between general values and parallel clothing values. This correlation was significant only in terms of Aesthetic and Political Values, but not significant in terms of other parallel values. Both Scales of Values (general and clothing) are only meant to measure relative strength of the values, therefore can validly be used only as ordinal scales. This study therefore, hypothesizes a relationship, not between parallel values in each scale, but instead between the two ordinal scales.

H1b: A significant positive correlation exists between the general value system as measured by Allport, Vernon, Lindzey's Study of Values (1960) and the clothing value system as measured by Kernaleguen's

Clothing Value Scale (Appendix E).

Hypothesis 1b is a valid hypothesis due to its similarity to Hypothesis 1a. The only difference is in the instrument used to measure the clothing value.

H2a: A correlation exists between the degree of association between general and clothing value systems and location of purchases of consumers as measured by the Consumer Information Questionnaire (Appendix C), questions 1, 2 and 3.

H2b: A correlation exists between the degree of association between general and clothing value systems and motivational aspects of consumers as measured by the Consumer Information Questionnaire (Appendix C), questions 10, 11, 20, 21 and 22.

H2c: A correlation exists between the degree of association between general and clothing value systems and spending level of consumers as measured by the Consumer Information Questionnaire (Appendix C), questions 16, 17, 18 and 19.

H2d: A correlation exists between the degree of association between general and clothing value systems and purchasing practices of consumers as measured by the Consumer Information Questionnaire (Appendix C), questions 5, 6, 7, 8, 9, 23 and 24.

H2e: A correlation exists between the degree of association between general and clothing value systems and consumer satisfaction as measured by the Consumer Information Questionnaire (Appendix C), questions 12, 13, 14 and 25.

H2f: A correlation exists between the degree of association between general and clothing value systems and consumer concerns as measured by the Consumer Information Questionnaire (Appendix C), question 15.

According to Combs and Snygg (1959), values are most likely to influence behavior if they are clearly perceived. If the general and specific values are similar, they would logically be easier to perceive and more likely to influence behavior. Hence, it may be hypothesized that the higher the degree of association between the general and specific values, the greater the influence on behavior. This study limits the specific values to clothing values and the behavior to consumer behavior when buying clothing. The hypotheses 2a to 2f are adapted accordingly.

Descriptive Analysis

An exploratory analysis was conducted in reference to background characteristics and behavioral aspects of consumers. The background characteristics under consideration are, as measured by the Background Information Sheet (Appendix B): sex, marital status, age, number of children, ages of children, spouse's occupation, location of residence, location of work, level of teaching, number of years teaching experience, and number of years university completed. The behavioral aspects of consumers under consideration are, as measured by the Consumer Information Questionnaire (Appendix C): location of purchases, motivational aspects, spending level, purchasing practices, consumer satisfaction, and consumer concerns. The consumer's highest and lowest general and clothing values were also used in the descriptive analysis.

Description of Instruments

Allport, Vernon and Lindzey's Study of Values (1960). The Study of Values consists of a number of questions based upon a variety of familiar situations to which two alternative answers in Part I and four alternative

answers in Part II are provided. In all there are 120 answers, 20 of which refer to each of six values. The subject records his preferences numerically by the side of each alternative answer. The scores on each page are then added and the totals transcribed onto the score sheet. The page totals belonging to each of the six values are then summed. The total scores for the six columns must be corrected by making slight additions or subtractions as indicated on the score sheet. The correction is made in order to equalize the popularity of the six values.

Unlike many tests of personality, this scale aims to measure more than a single variable. It does not, however, measure the absolute strength of each of the six values, but only their "relative" strength.

Reliability studies have been obtained for Internal Consistency by two methods: (i) Split-half Reliability (the mean reliability coefficient, using a "Z" transformation, is .90); (ii) Item Analysis (through successive revisions, the final item analysis shows a positive correlation for each item. With the total score for its value significant at the .01 level of confidence). Repeat reliability has been determined for this measure with two populations, one after an interval of one month, the other after an interval of two months. The mean repeat reliability coefficient, using the "Z" transformation, was .89 for the one month study and .88 for the two month interval.

The most direct evidence of the validity of the scale came from examining the scores of groups whose characteristics are known. Norms obtained from various groups indicate the high and low scores correspond well with prior expectation. The old form of the test had extensive external validations and numerous studies are considered "indirect validations".

Lapitsky's Clothing Value Measure (Appendix D) consists of two parts. Part I comprises 30 questions concerning clothing. Two alternatives are given to the respondent with a three point weighting to be divided between the two statements. There are 10 possible comparisons using the five values. Part II is composed of nine situations involving clothing preferences. For each situation, five possible answers are given. The respondent rank-orders the answers to indicate his preference.

The Allport-Vernon-Lindzey Study of Values (Allport, 1960) guided the development of this measure. Clothing factors were classified under the Allport-Vernon-Lindzey definitions of "aesthetic", "economic", "political" and "social I". Since their social value did not include the desire for social approval and conformity in regards to clothing, a "Social II" category was added.

Scoring: Part I - For each comparison, the subject distributes 3 points between the 2 alternatives in any of the following combinations: 3-0; 2-1; 1-2; 0-3. There are 10 statements for each value in the measure, giving a possible range of 0 to 30 for each value. Part II - Fifteen points are distributed among the five alternatives for each of the 9 items. The statement most preferred is given a score of 5, the second most preferred is scored 4, etc. Possible range of scores for a value is 9 to 45. A subject's score for each value is the sum of the scores for that value from Part I and II.

Reliability and Validity: An absolute measure of the five values was pretested on 20 women, but was dropped because the results did not differentiate individuals satisfactorily. Therefore, the instrument was changed to measure the relative strength of the values. An item analysis was

computed of the responses of 28 women, using the Phi coefficient to determine the internal consistency of both parts of the clothing values measure. As a result, some questions in both parts were eliminated or revised.

Kernaleguen's Clothing Value Scale (Appendix E) is a forced choice test comprised of seven stories. Each story is a paragraph describing an individual with one of the seven value orientations. The stories are identified by the name of the woman who is described in the paragraph (Appendix E). All subjects were asked to rank the stories in order from most like themselves to least like themselves. A reliability of tau = .73 was established in a test-retest situation with a college age female population. A validity of tau = .57 resulted when the individuals were asked to list their values, and this ranking was correlated with the results for the Clothing Value Scale (Theberge and Witter, 1975).

Background Information Sheet (Appendix B) was devised to obtain the following background information on each subject: age, sex, marital status, number and ages of children, spouse's occupation, location of residence and work, level of teaching and number of years teaching experience and university completed.

Consumer Information Questionnaire (Appendix C) was developed by the researcher to obtain information concerning the following behavioral aspects of consumers: location of purchases, motivational aspects, spending level, purchasing practises, consumer satisfaction and consumer concerns. The measure was submitted to a board of judges, instructors and graduate students in the socio-psychological aspects of clothing and textiles, for the determination of face validity. Consequently there was a number of minor changes in wording and question structure. The revision was again submitted to the board and face validity was the concensus (Appendix C).

Sampling Procedure

A stratified, clustered, random sample consisting of 252 teachers in Edmonton and surrounding districts was used in this study. The sample was stratified by location of work with 84 teachers in each of the 3 stratifications. Within each stratification, the sample was clustered according to School Board Teacher population (Table 1).

TABLE 1

Size and Stratification of Sample

URBAN & SUBURBAN		EXURBAN		RURAL
Edmonton Public School Board Population 3890	∴ 72% of 84 = 60	St. Albert Population 114	∴52% of 84 = 44	Strathcona Population 625 100% of 84 = 84
Edmonton Separate School Board Population 1533	28% of 84 24	Sherwood Park Population 105	∴48% of 84 40	
84		84		84
252				

Data Collection

A brief letter of introduction (Appendix A) and a request to complete the five Instruments and return them in the enclosed, self-addressed, stamped envelope was the means of data collection. Unfortunately, a mail strike occurred prior to receiving all data. It became necessary to adapt to an alternative method of collection. A letter was written and sent via their School Board courier service to each of the subjects for whom there had been no response suggesting an alternate returning method,

also via their School Board courier service (Appendix F). Two weeks later a telephone call was made to all non-respondents. The calculation of a test for the difference between original sample and respondents showed the necessity for more respondents in particular parts of the stratification. A number of phone calls and arrangements to pick up the data increased returns to equal the proportions of the original sample.

Analysis of Data

The data were analysed using descriptive and statistical techniques.

The descriptive analysis involved frequency distribution and percentage distribution for all variables.

The statistical analysis included a test of proportions, an analysis of Hypothesis 1 (a, b) and 2 (a to f) and an analysis of the background characteristics and the behavioral aspects of consumers.

Hypothesis 1 was statistically analyzed using the Canonical Correlation Analysis. Canonical Correlation Analysis takes as its basic input two sets of variables, the General Value System (Allport, Vernon and Lindzey, 1960) and the Clothing Value System (Lapitzky 1961) using Social I as the fourth value, each of which can be given theoretical meaning as a set. The basic strategy of Canonical Correlation Analysis is to derive a linear combination from each of the sets of variables in such a way that the correlation between the two linear combinations is maximized. Many such pairs of linear combinations may be derived. These Canonical variants are essentially equivalent to the principle components produced by principle component analysis with the exception that the criterion for their selection has altered. Whereas both techniques produce linear combinations of the original variables, Canonical Analysis does so, not

with the object of accounting for as much variance as possible within one set of variables but, with the aim of accounting for a maximum amount of the relationship between two sets of variables. The amount of correlation between each corresponding pair of Canonical variants is the Canonical correlation between them. Its square which is equivalent to the Eigenvalue represents the amount of variance in one Canonical Variant that is accounted for by the other Canonical Variant and vise versa. Hypothesis 1a and 1b were tested and the following calculations were done: Eigenvalue, Canonical Correlation, Wilk S. Lamda, Chi Square and the Probability Level.

The statistical analysis of Hypothesis 2 (a to f) involved a number of statistical measures according to the level of measurement of each variable. An analysis of variance was used with nominal variables and a Pearson Product-Moment Correlation Coefficient was used for interval variables. For both the Analysis of Variance and the Pearson Correlation Coefficient, the degree of correlation between the general value system and clothing value system (Lapitzky 1961) was used at the interval level. With ordinal variables, a Spearman Kendal Rank-order correlation was used. In this case the degree of correlations between the general and clothing values were grouped into 6 categories (Table 2) from lowest to highest degree of correlation and were used at the ordinal level.

TABLE 2

Categories of Correlation between

General and Clothing Values

1.	Negative	.7000	-	1.2999				
2.	"	.3000	-	.6999	and	1.3000	-	1.6999
3.	"	.0000	-	.2999	and	1.7000	-	2.000
4.	Positive	.0000	-	2.999	and	1.7000	-	2.000
5.	"	.3000	-	.6999	and	1.3000	-	1.6999
6.	"	.7000	-	1.2999				

One final objective of this study included a descriptive analysis of the behavioral aspects of consumers which were measured by the Consumer Information Questionnaire (Appendix C) and background characteristics of consumers as measured by the Background Information Sheet (Appendix B) and the highest and lowest general and clothing values of the consumers. After examining the distribution of each of the variables, sets of relationships were investigated through contingency table analysis and cross tabulation. The significance level of P .05 was used throughout this study and is marked with an asterik (*).

CHAPTER IV

FINDINGS

Descriptive and statistical analysis of the data will be presented in this chapter. Description of Sample, Test of Proportions, Hypothesis 1, Hypothesis 2, Statistical Analysis of Behavioral Aspects of Consumers will be used for sub headings in this chapter.

Description of Sample

Consumers selected for this study are teachers working in Edmonton and surrounding districts. Background information of sex, marital status, number and ages of children, spouse's occupation, place of residence, place of work, level of experience and training of teacher, is tabulated in Table 3. Fifty-seven decimal six percent of the sample was female and 42.4% were male. Eighty-two decimal two percent of the consumers were married and 14.4% were single. The age of the consumers in the sample ranged from 20 years old to 65 years old. The mean age was 36.6. Thirty-eight decimal one percent had no children, and 20% of those with children had children aged 5 or less, 41% had children aged 6-17, and 22% had children aged 18 or over. Background information revealed the spouse's occupation in 15.3% of the cases was also teaching, and in 14.4% the spouse was also in a professional and technical occupation other than teaching. In 16.9% of the cases the spouse's occupation was stated as a housewife. Fifty-three decimal four percent of the sample reside in urban or suburban areas, while 41.5% of the sample teach in urban or suburban areas. Of the teachers in the sample 40.7% teach elementary school, 19.5% junior high, and 20.8% senior high. Twenty-five percent of the teachers in the sample have taught 4 years or less and 26% have

taught between 5 and 9 years. One person in the sample has taught for 46 years. The mean number of years taught is 10.6. All teachers in the sample have completed between 2 and 8 years of university; the highest percent being 49.2% of the teachers have completed 4 years of university. The mean number of years university completed was 4.6. According to the average number of years taught and the average number of years university the mean annual salary of the sample is $18,400.

TABLE 3

Description of Sample

BACKGROUND CHARACTERISTICS		FREQUENCY DISTRIBUTION	% DISTRIBUTION
Sex	Male	50	42.4
	Female	68	57.6
Marital Status	Single	17	14.4
	Married	19	82.2
	Divorced	2	1.7
	Widow(er)	2	1.7
Age	20-29	41	34.7
	30-39	31	26.3
	40-49	24	20.3
	50-59	16	13.6
	60-65	4	3.4

Table 3. Continued

BACKGROUND CHARACTERISTICS		FREQUENCY DISTRIBUTION	% DISTRIBUTION
No. of Children	0	45	38.1
	1	16	13.6
	2	21	17.8
	3	19	16.1
	4	12	10.2
	5	2	1.7
	6	2	1.7
	7	1	.8
Ages of Children	5 or less	24	20.3
	6-17	48	40.7
	18 and over	26	22
Spouse's Occupation	Managerial	10	8.5
	Profession & Technical (other than teaching)	17	14.4
	Teacher	18	15.3
	Clerical	7	5.9
	Sales	5	4.2
	Service & Recreational	3	2.5
	Transportation & Communication	1	.8
	Loggers & Related Work	1	.8
	Miners & Related Work	1	.8
	Craftsmen & Related Work	7	5.9
	Housewife	20	16.9
Location of Residence			
	Rural	19	16.1
	Urban & Suburban	63	53.4
	Exurban	33	28.0

Table 3. Continued

BACKGROUND CHARACTERISTICS		FREQUENCY DISTRIBUTION	% DISTRIBUTION
Location of Work	Rural	22	18.6
	Urban & Suburban	49	41.5
	Exurban	44	37.3
Level of Teaching	Elementary	48	40.7
	Junior High	23	19.5
	Senior High	34	28.8
	Elementary & Jr. High	3	2.5
	Junior & Senior High	7	5.9
	Non-response	2	1.7
No. Years Taught	0-4	30	25.4
	5-9	31	26.3
	10-14	21	17.8
	15-19	15	12.7
	20-24	7	5.8
	25-29	10	8.4
	30 and over	4	3.3
No. Years University	2	3	2.5
	3	5	4.2
	4	58	49.2
	5	28	23.7
	6	17	14.4
	7	2	1.7
	8	4	3.4

Test of Proportions

There was a 46.8% response from the original sample (Table 4).

TABLE 4

Response

URBAN & SUBURBAN	EXURBAN	RURAL
EPSB = 28 ESSB = 11	St.Albert = 21 Sherwood Park = 19	Strathcona = 39
39	40	39
118		

A Test of Proportions (Walpole, 1969) was used to determine if the clusters within each stratification were significantly different from the original random sampel. The "Z" was calculated in each case and the results are shown in Table 5.

TABLE 5

Testing the Difference Between Two Proportions

E.P.S.B.	Z = .052
E.S.S.B.	Z = .115
St. Albert	Z = .097
Sherwood Park	Z = .063
Strathcona	Z = .105

The calculated "Z" in each case was outside the critical region (Critical Region is $Z > 1.96$). It was then concluded (with a .025 level of significance) that the proportion is the same in each category as the original sample.

Hypothesis 1

A significant positive correlation was found to exist between

General Values as measured by Allport, Vernon, and Lindzey's Study of Values and Clothing Value System as measured by Lapitzky's Modified Clothing Value Test. (Hypothesis #1a)

No significant correlation was found to exist between General Values and Kernaleguen's Clothing Value Scale (Hypothesis #1b). Results of Hypotheses 1a and 1b appear in Table 6.

TABLE 6

Canonical Correlation Between

General and Clothing Values

Allport, Vernon & Lindzey's General Values with:				
	EIGEN VALUE	CANONICAL CORRELATION	WILK S. LAMDA	PROBABILITY LEVEL
LAPITZKY (SOC. I)	.183	.428	.723	.045*
LAPITZKY (SOC. II)	.151	.389	.737	.067
KERNALEGUEN	.150	.387	.819	.423
KERNALEGUEN (SELF)	.108	.329	.801	.305

Hypothesis 2

A significant correlation was found to exist between the degree of association between General Values and Clothing Values (using Lapitzky's Clothing Value Scale) with the time spend travelling between home and a clothing store (Hypothesis 2a) and with the spending level (Hypothesis 2c) for six clothing items. Results using the Pearson Correlation Coefficient appear in Table 7.

TABLE 7

Correlation Coefficient Between General and Clothing Values with Interval Variables (Pearson Correlation Coefficient)

HYPOTHESIS H	VARIABLE #	DESCRIPTION	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL
2a	021	Time Travelling between Work/Home	.0257	0.392
2a	022	Time Travelling between Work/Store	.0111	0.455
2a	023	Time Travelling between Home/Store	.1721	0.037 *
2a	024	No. Times a month, Work/Home	-.0929	0.162
2a	025	No. Times a month, Work/Store	.0747	0.265
2a	026	No. Times a month, Home/Store	-.1281	0.091
2c	060	Max. Price Suit or Party Dress	.1398	0.089
2c	061	Max. Price Sports Coat or Summer Coat	.2287	0.015 *
2c	062	Max. Price Dress Pants or Skirt	.0240	0.410
2c	063	Max. Price Casual Pants/Slacks	.2402	0.010 *
2c	064	Max. Price of Shirt or Blouse	.1877	0.031 *
2c	065	Max. Price of Sweater	.1171	0.133
2c	066	Max. Price of Winter Jacket	-.0040	0.485
2c	067	Max. Price of Winter Coat	.1139	0.144
2c	068	Max. Price of Underwear	.0705	0.244
2c	069	Min. Price of Suit or Party Dress	.2364	0.019 *
2c	070	Min. Price of Sports Coat or Summer Coat	.1959	0.048 *
2c	071	Min. Price of Dress Pants/Skirt	-.0364	0.374
2c	072	Min. Price of Casual Pants/Slacks	.1555	0.086
2c	073	Min. Price of Shirt or Blouse	.0799	0.236
2c	074	Min. Price of Sweater	-.0106	0.463
2c	075	Min. Price of Winter Jacket	.1278	0.144
2c	076	Min. Price of Winter Coat	.0523	0.328
2c	077	Min. Price of Underwear	.0074	0.474
2c	078	Price of Last Suit or Party Dress Purchased	.1757	0.042 *

Table 7. Continued

HYPOTHESIS H	VARIABLE #	DESCRIPTION	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL
2c	079	Price of Last Sport Coat or Summer Coat Purchased	.1397	0.098
2c	080	Price of Last Dress Pants or Skirt Purchased	.0207	0.424

Hypothesis (2f) was confirmed for two Consumer Concerns. A significant correlation was found to exist between the degree of association between General Values and Clothing Values (using Lapitzky's Clothing Value Scale) and two Consumer Concerns: care labelling and quality of fabric. Results using the Spearman Correlation Coefficient appear in Table 8.

TABLE 8

Correlation Coefficient Between General and Clothing Values (used at Ordinal Level) with Ordinal Level Variables (Spearman Correlation Coefficient)

HYPOTHESIS	VARIABLE	DESCRIPTION	ASSOCIATION	LEVEL OF SIGNIFICANCE
2b	034	Spouse's Reaction to Clothing Purchases	.0684	.248
2b	055	Frequency unable to go to a clothing sale	.1073	.129
2c	051	% of income budgeted for clothing	-.1175	.358
2d	030	Frequency of clothes shopping	-.0515	.290
2d	031	Perception of the Frequency of Clothes Shopping	-.1099	.131
2e	035	Feelings about Clothes Purchases	.0132	.444
2e	059	Feelings about Clothes Shopping	.0120	.451

Table 8. Continued

HYPOTHESIS	VARI-ABLE	DESCRIPTION	ASSOCIATION	LEVEL OF SIGNIFICANCE
2f	039	Rank of Care Labelling as a Consumer Concern	.2432	.007 *
2f	040	Rank of Sizing as a Consumer Concern	-.1327	.093
2f	041	Rank of Construction as a Consumer Concern	.0852	.195
2f	042	Rank of Advertising as a Consumer Concern	.1290	.163
2f	043	Rank of Quality of Fabric as a Consumer Concern	.1956	.020 *
2f	044	Rank of Flammability as a Consumer Concern	.1224	.137
2f	045	Rank of Cost as a Consumer Concern	.1266	.098
2f	046	Rank of Fit as a Consumer Concern	-.0982	.174
2f	047	Rank of Style as a Consumer Concern	-.0007	.497
2f	048	Rank of Appropriateness as a Consumer Concern	.0444	.346
2f	049	Additional Consumer Concerns	.5556	.165

An analysis of variance revealed no significant correlation between the degree of association between General Values and Clothing Values and the behavioral aspects a to e (nominal level). The results are shown in Table 9.

TABLE 9

Relationship Between General Value System and Clothing Value System with Specific Behavioral Aspects (Analysis of Variance)

HYPO-THESIS	BEHAVIORAL ASPECTS	MEAN SQUARED	F	SIGNIFICANCE LEVEL
2a	Retail Store where most clothes are purchased	4.650	1.622	0.148
2a	Locality where most clothes are purchased	1.685	0.557	0.764
2b	Who shopped with 1st mentioned	2.653	0.892	0.489
2b	Who shopped with 2nd mentioned	3.167	0.654	0.603
2b	Why unable to go to clothes sales	3.805	1.307	0.257
2c	Do they have a clothing budget	0.746	0.252	0.617
2c	% of income budgeted for clothing	0.572	0.229	0.873
2c	Action when over clothing budget	5.464	2.288	0.069
2d	Means of transportation	6.937	2.410	0.071
2d	Day of week-clothes shopping	2.433	0.840	0.542
2d	Time of day-clothing shopping	2.714	0.911	0.501
2d	How specific an idea when clothes shopping	1.489	0.490	0.743
2d	Method of purchasing	4.093	1.380	0.237
2e	Action when dissatisfied with clothes purchase	2.822	0.973	0.461
2e	Dissatisfaction in clothes purchase usually result of	3.174	1.192	0.314
2e	Other dissatisfaction with clothes	4.515	2.356	0.127

Analysis of Behavioral Aspect of Consumers

Each of the behavioral aspects of the consumers (location of purchase, motivational aspects, spending level, purchasing practices, consumer satisfaction, and consumer concerns) were analysed in relation to background characteristics and the highest and lowest general and clothing

values. Sets of relationships were determined through contingency table analysis and cross tabulations. The sets of relationships involving: location of purchase appear in Table 14 (Appendix G); motivational aspects appear in Table 15 (Appendix G); spending level appear in Table 16 (Appendix G); purchasing practices appear in Table 17 (Appendix G); consumer satisfaction appear in Table 18 (Appendix G); and consumer concerns appear in Table 19 (Appendix G). Each set of relationships which was found to be significant has been presented in conjunction with the appropriate measure of association in Table 10.

TABLE 10

Measures of Association for Relationships Found Significant Between Behavioral Aspects and Background Characteristics and Values of Consumers

BEHAVIORAL ASPECTS OF CONSUMERS	BACKGROUND CHARACTERISTICS AND VALUES OF CONSUMERS	MEASURE OF ASSOCIATION (LAMBDA)	LEVEL OF SIGNIFICANCE
LOCATION OF PURCHASES:			
LOCALITY OF CLOTHING STORE	LOCATION OF RESIDENCE	.031	.022 *
MOTIVATIONAL ASPECTS:			
WITH WHOM SHOP CLOTHES 1st MENTIONED	SEX	.183	.005 *
WITH WHOM SHOP CLOTHES 2nd MENTIONED	LOW CLOTHING VALUE - KERNALEGUEN	.500	.026 *
MEDIA INFLUENCES	LOCATION OF RESIDENCE	.052	.025 *
MEDIA INFLUENCES	LOW CLOTHING VALUE - KERNALEGUEN	.098	.021 *
REACTION TO SALE	HIGH CLOTHING VALUE - KERNALEGUEN	.057	.035 *
WHY MISS SALE	HIGH CLOTHING VALUE - KERNALEGUEN	.140	.001 *
WHY MISS SALE	LEVEL OF TEACHING	.091	.034 *
PURCHASING PRACTISES:			
TRANSPORT WHEN CLOTH. SHOPPING	SPOUSE'S OCCUPATION	.056	.001 *
DAY OF WEEK - CLOTHING SHOP	LEVEL OF TEACHING	.064	.035 *
METHOD OF PURCHASING CLOTHES	LOW CLOTHING VALUE - KERNALEGUEN	.065	.005 *
CONSUMER CONCERNS:			
SIZING	LEVEL OF TEACHING	.162	.019 *
CONSTRUCTION (HEMS & SEAMS)	LEVEL OF TEACHING	.153	.009 *
ADVERTISING	LEVEL OF TEACHING	.125	.048 *
QUALITY OF FABRIC	LEVEL OF TEACHING	.140	.019 *
COST	LEVEL OF TEACHING	.068	.006 *

CHAPTER V

DISCUSSION AND INTERPRETATION OF RESULTS

Description of Sample

The greatest proportion of the sample was married with both husband and wife working and with no children. The sample therefore, is above average in terms of money available to spend in the marketplace. In general, the sample is relatively young and well educated.

Hypothesis 1

The null form of hypothesis 1a was rejected, therefore a significant positive correlation was found to exist between General Values and Lapitzky's Clothing Values but it was only a moderate correlation. The correlation between General Values and Kernaleguen's Clothing Values was not significant. The different results could partially be attributed to the fact that Lapitzky's measure was based on the Allport, Vernon, & Lindzey's Scale of Values but Kernaleguen's Scale was not. Another possible reason for lack of significance between General and Clothing Values using Kernaleguen's measure may be the use of all female names in a measure being administered to a mixed population.

Hypothesis 2

The null form of hypothesis 1b was rejected, therefore a significant positive correlation was found to exist between the degree of association between General Values and Clothing Values and spending level. The higher the correlation between General and Clothing Values, the higher was the maximum price spent for a sports coat or a summer coat, casual pants or slacks and a shirt or blouse. The higher the correlation between General and Clothing Values, the higher the minimum price one would spend

for a suit or party dress, a sports coat or summer coat and also the higher was the price of the last suit or party dress purchased. The above correlations were only slight, ranging from .176 to .240.

A high degree of recall by the subjects was necessary to provide the information with regards to spending level. Significant results with regard to the major purchases but not with regard to the minor purchases could possibly be attributed to the subject's ability to recall, i.e. major purchases would be more readily recalled. There were many items involved in the price recall. This may have led to carelessness on behalf of the subject. The validity of this information may be questioned due to an inflation factor particularly in the section concerned with the price of the last specific garment purchases. An amount spent this year could mean something very different than an equal amount spent ten or five or even one year ago. The above results indicate the importance of spending level as a behavioral aspect which should be considered when developing an understanding of consumer behavior and value orientation.

The null form of hypothesis 2f was rejected. A significant correlation was found to exist between the degree of association between General and Clothing Values and two consumer concerns: care labelling and the quality of fabric. The higher the correlation between General and Clothing Values, the higher concern for care labelling and quality of fabric.

According to the Cognitive Dissonance Theory, an individual may avoid or discount stimuli which cause tension or disequilibrium. Perhaps extra information such as care labelling and fabric quality causes tension or disequilibrium for the consumers with low correlation between general and clothing values. The consumer with high correlation between

general and clothing values however, may not feel tension as the result of such information therefore could allow the stimuli to penetrate and still maintain an equilibrium.

Analysis of Behavioral Aspects of Consumers

Location There was a very slight positive significant correlation between the localities in which a person shops for clothes and lives. Ease of mobility, public transportation and the ownership of vehicles are factors which enable consumers to shop beyond their immediate locality. The consumers in this study work in schools which usually are not in the same locality as those in which they reside. This could be another reason for the low correlation between the localities in which a person shops and lives.

Motivational Aspects The presence of another person when one is shopping for clothes can influence consumer behavior. Approximately half of the consumers in this sample shop with someone else when clothes shopping. This other person is usually a spouse and occasionally a female friend or children. Twice as many females shop alone as males and approximately twice as many males shop with their spouses compared to females. Females more frequently shop with a female friend, mother, sister, or children (Table 11).

TABLE 11

Presence of Another Person When Clothes Shopping in Terms of Sex

	SEX					
	MALE		FEMALE		TOTAL	
Whom They Shop With	Frequency Distribution	Percent Distribution	Frequency Distribution	Percent Distribution	Row Total	Row Percent
Alone	21	17.9	42	35.9	63	53.8
Spouse	26	22.2	12	10.3	38	32.5
Female Friend	2	1.7	5	4.3	7	6.0
Mother	0	0.0	1	0.9	1	0.9
Sister	0	0.0	1	0.9	1	0.9
Children	1	0.9	6	5.1	7	6.0
TOTAL	50	42.7	67	57.3	117	100.0

Using Chi Square, the Significance Level = .005.

This is in agreement with Davis and Rigaux's findings (1974) that most male clothing purchasing decisions were predominantly female or joint decisions, while female clothing purchases were predominantly female.

The second mentioned person with whom the subject shops for clothes was either the spouse, sister or children. In 60% of the cases the second mentioned was the children and in all these cases their lowest Clothing Value (Kernaleguen 1971) was social leadership.

Most of the consumers (41.5%) reported window shopping as the greatest influence on their purchases and 80% of these consumers had social leadership as their lowest clothing value (Kernaleguen 1971). Window shopping was most influential with rural and exurban and urban

residents while newspaper and magazine advertisements followed. The television advertisements were reported to have the least influence on clothing purchases.

When the consumers in the sample heard or read of a clothing sale and circumstances are such that they are able to go, 50% of them would make a point of going and seeing what there is, 25% would go only if there was a need and it was convenient to go, and 22% would ignore the sale. According to their highest clothing value on the Kernaleguen Scale, the largest group of consumers, that is 40% of the consumers, who would ignore the sale had economic as their highest Clothing Value. For the consumers who would make a point of going to the sale rather than ignore it, the high clothing value was Psychological Comfort and the next was Social Acceptance (Table 12). Possibly, when the economic consumer avoids the sale it is their way of saving money. The consumer who values the psychological comfort of clothing or the social acceptance aspect of clothing is, however, influenced by the advertisement and goes where the crowds are. Perhaps they are in search of quick and immediate satisfaction.

TABLE 12

Reaction To A Sale in Terms
of High Clothing Value
(Kernaleguen, 1971)

High Clothing Value	Reaction When Hear of a Sale				Total	
	Ignore		Make a Point of Going			
	Frequency Distribution	Percent Distribution	Frequency Distribution	Percent Distribution	Row Total	Percent Total
Economic	9	12.0	13	17.3	22	29.3
Aesthetic	2	2.7	14	18.7	16	21.4
Social Leadership	1	1.3	0	0.0	1	1.3
Social Acceptance	5	6.7	8	10.7	13	17.3
Self Expression	0	0.0	1	1.3	1	1.3
Physical Comfort	4	5.3	4	5.3	8	10.7
Psychological Comfort	2	2.7	12	16.0	14	18.7
TOTAL	23	30.7	52	69.3	75	100.00

Using Chi Square, the Level of Significance = .035.

When consumers were asked why they miss clothing sales, 45% reported missing them because they were too busy to go and 12% were just not interested. Most of the consumers who were too busy to go to a sale had their highest clothing value as aesthetic.

Purchasing Practises The usual means of transportation for clothes shopping is the car in 96.6% of the cases. In families where both husband and wife are teachers it was found that usually the car would be the means of transportation while 5.6% will take the bus and 5.6% would walk to the store. The day preferred for shopping by 53.7% of the teachers

in the sample was Saturday and 28% preferred Thursdays. There was only a slight correlation with the level of teaching and the day preferred to shop. Elementary teachers had a slightly higher preference for Saturday than Junior and Senior High teachers.

Forty percent of the consumers in this study chose cash as the preferential form of purchasing clothing. Contrary to the "cash-less" society concept cash was the most frequently preferred method. Cheques are used by 24% and Charge Accounts by 22% of the consumers to purchase clothing. These results are supported by findings of Schleede (1974) in which it was found that 49% of the women in the study never use credit for personal clothing purchases. In this study, there was a significant correlation between method of purchasing clothes and the consumers low clothing value on the Kernaleguen Scale. When the low Clothing Value was social leadership, cash was the usual method of purchasing clothes. When self expression was the low clothing value, cheque was the usual method of purchasing clothes (Table 13).

TABLE 13

Method of Purchasing in Terms of Low Clothing Value (Kernaleguen, 1971)

Low Clothing Value	Method of Purchasing						Total	
	Cash		Charge Account		Cheque			
	Frequency Distribution	Percent Distribution	Frequency Distribution	Percent Distribution	Frequency Distribution	Percent Distribution	Row Total	Percent Total
Economic	1	1.2	0	0.0	2	2.3	3	3.5
Aesthetic	1	1.2	1	1.2	0	0.0	2	2.3
Social Leadership	25	29.1	13	15.1	14	16.3	52	60.5
Social Acceptance	4	4.6	3	3.5	4	4.6	11	12.8
Self Expression	1	1.2	2	2.3	4	4.6	7	8.1
Physical Comfort	3	3.5	1	1.2	0	0.0	4	4.6
Psychological Comfort	5	5.8	2	2.3	0	0.0	7	8.1
Total	40	46.5	22	25.6	24	27.9	86	100.0

Using Chi Square, the Level of Significance = .005

Consumer Concerns Consumer concerns such as sizing, construction, advertising, quality of fabric and cost were significantly but only slightly correlated with level of teaching. Quality of fabric and cost were usually rated as the highest concerns. Quality of fabric tended to be more important to elementary teachers and cost was a greater concern to Junior and Senior High teachers. Perhaps elementary teachers are more often confronted with a situation of children's clothing wearing out, hence a concern for the quality fabric. The junior and senior high school student tend to discard clothing items as soon as the fad or style changes and possibly accounts for a greater concern by junior and senior high school teachers for cost of clothing. Advertising was generally ranked as a minor consumer concern.

CHAPTER VI

SUMMARY, GENERAL DISCUSSION AND RECOMMENDATIONS

Summary

The purpose of this study was to answer two questions, "Does a relationship exist between general values and clothing values?" and "How does this relationship relate to behavioral aspects of consumers?" In consideration of past research (Lapitzky 1961, Creekmore 1963, Finlayson 1959, Dowdeswell 1962) and results of this study, it is concluded that a moderate positive relationship does exist between general values and clothing values. The degree of association between general and clothing values was significantly related to spending level and the following two consumer concerns: quality of fabric and care labelling.

The sample consisted of 118 teachers in Edmonton and surrounding districts. To each of these consumers, a questionnaire bundle was mailed including: Allport, Vernon and Lindzey's Study of Values; Lapitzky's Modified Clothing Value Scale; Kernaleguen's Clothing Value Scale; a Background Information Sheet and a Consumer Information Questionnaire.

General Discussion

The Nicosia (1966) model of consumer decision-making incorporates the view of consumer behavior as a complex dynamic interplay among product attributes, consumer attributes and external influences. Such a complexity of consumer behavior necessitated a breakdown into component parts for the purpose of analysis in order to identify possible contributing aspects. The behavior under consideration was clothes purchasing by a teacher consumer population. The consumer attribute investigated

were the general and clothing value systems. The external influences which were considered were: location, motivation, spending level, purchasing practises, consumer satisfaction and consumer concerns. Each relevant external influence will be discussed and then the value system as a general and specific heirarchical organization and the relationship between them will be reviewed.

All activities of a consumer are subject to environmental influences. The location in which a person lives influences the location in which he will shop for clothing. Since half of the consumers in this study shop for clothes with someone else, it would be interesting to obtain more information about this other person and to analyse the extent of his influence on purchasing behavior. Twice as many men shop for clothes with their spouses as women do and women tend to shop with a female friend or relative. Davis and Rigaux's (1974) studies support this finding and indicate that decisions regarding wife's and children's clothing were wife dominant but decisions regarding men's clothing showed variability in role concensus. It appears that wives have an imput into women's clothing decisions. Perhaps this is why twice as many men as women shop for clothing with their spouses. Future research, therefore should use both husband and wife in the sample to get a more accurate overall indication of the situation. Ferber and Lee (1974) have indicated that the interrelationship between members of a couple and family decision-making be considered in seeking a better explanation of consumer behavior.

The most effective promotional devices which influenced the consumers in this study were window displays and clothes sales. Why then do many stores spend a thousand dollars for a page of advertising in the

newspaper or five hundred dollars for a minute of television time? Possibly, television and newspaper advertisements are not designed to make an immediate impact on the consumer but rather to have a long range effect on their marketing behavior. Such indirect means of advertisement would not as likely be recalled as the more direct promotional devices as was the case in this sample of consumers.

Consumers were asked to indicate the maximum and minimum price they would pay for ten clothing items. In addition they were asked to recall the most recent purchase price for each of these ten items. It appeared that consumers had difficulty recalling the prices, therefore it is suggested that observation techniques or record-keeping may be more accurate means of obtaining this information. The amounts spent would then be more meaningful and comparable as the observation could be made during a brief time period, and thereby reduce the inflationary factor.

Only 22% of the consumers in this study reported the use of credit cards when buying clothes. It appears that our society is not yet a "cash-less" society. In a study by Schleede (1974) it was found that 49% of the women had never used credit for personal clothing purchases. A study is required to investigate the use of credit for consumer goods to determine if this finding is a general market situation. An on-going study would indicate the trend towards or away from a "cash-less" society.

Quality of fabric and cost were usually rated as the highest consumer concerns. In times of inflation it seems very natural for consumers to be concerned about cost. When an individual must pay high prices for clothing, it would be expected that he would expect high quality. It therefore, seems logical that consumers were concerned about cost and quality of fabric.

An analysis of action is an analysis of how the individual's marketing behavior is determined (Arndt, 1968). Any bit of action is determined on one hand by the total makeup of the person at the moment and on the other hand, by the total situations in which he finds himself. This relationship is represented as a product of factors in the individual and factors in the situation. Therefore, when an analysis of action is conducted with consumer clothes buying behavior it is important to look not only at the general value system of the consumer but also to consider the values specific to the situation, in this case clothing values. Only then is the researcher analysing the situation and the personal factors at the moment as suggested by Arndt.

Behavior is influenced by the value system hierarchy (Allport, Vernon, Lindzey, 1960). The individual uses this value hierarchy for making choices and resolving conflicts (Rokeach, 1968). Such a view is supported by this study and studies by Greiger (1947), Kluckhohn (1956), Murray (1938) and Rogers (1962). It seems the importance not only of an individual's general value hierarchy be stressed, but also that their "situation specific value hierarchy" be considered. Value studies, therefore, should not limit their scope to general values but consider the situational and personal factors at the moment by the inclusion of specific value hierarchy analysis. Most past studies have made the mistake of using the value scales as interval scales. All value scales currently available are ordinal scales and can only be used as a rank ordering of the values if the results are to be valid and meaningful. It is therefore highly recommended that future studies in the area of values use these scales as ordinal scales.

A positive correlation was found to exist between the general and clothing value systems of the consumers in this study. This correlation between general and clothing values is an example of one situation where the general and specific values are correlated. The question left to other researchers is "Do specific values other than clothing values also correlate with general values?"

It is interesting to note that the correlation between general and clothing values is only a moderate correlation. The results indicate that these consumers vary in the degree of association between general and clothing values. According to Combs and Snygg (1959), degree of clarity with which values are perceived are values most likely to influence behavior if they are clearly perceived. One is intuitively lead to believe that when the general and clothing values are similar, they are easier to perceive and hence more likely to influence behavior.

It was found that the higher the degree of association between general and clothing values, the more time they would spend travelling from home to the clothing store, the more they were willing to spend on clothing, and the more concerned they were about care-labelling and quality of fabric.

Consumers with a high degree of association between the general and clothing value systems were more willing to travel a greater distance possibly because they were more sure of what they want and need. Converse (1947) found that consumers will travel further for fashion goods such as clothing items than for food, drugs, bulk goods or service goods. Future research could investigate this matter further. Do individuals with a high degree of association between general and clothing

values also travel further than other consumers for items other than fashion goods? Do these consumers have a high degree of association between general and specific values other than clothing values?

The higher the degree of association between general values and clothing values, the more the consumer was willing to spend on: a sports coat or summer coat, casual pants or slacks, shirt or blouse and a suit or a party dress. Possibly the similar general and clothing values provided for a confidence in their decisions to purchase these items and hence a willingness to spend more on them. Perhaps these consumers have more money available to spend on clothing. Research is needed to investigate this area and obtain information with regards to actual income from all sources and to determine whether the consumers with a high degree of association between general and clothing values are in fact consumers with more money to spend on clothes. Will these consumers also spend more on other items such as food, drugs, cars, etc.?

Findings of this study also indicated that consumers with a high correlation between general and clothing values were more concerned about care-labelling and quality of fabric. It must be noted that consumers with this high correlation between general and clothing values were also willing to spend more on particular clothing items, as previously explained. It seems logical that consumers who are spending more on clothing items would expect more for their money. These expectations appear to be good fabric quality and care-labelling. Likewise these findings may indicate that consumers with a high degree of association between general and clothing values have a clearer perception of their values when shopping for clothes. Such consumers then collect

information such as care labelling and quality in support of their perceptions. Then, there appears to be an impact on their behavior. These consumers were willing to spend more on clothing. Is this also true in other marketing situations, for example the purchasing of jewellery, food, automobiles, musical instruments or other consumer goods? The previously reviewed findings generally support the theoretical framework based on the studies by Klukholn (1956), Murray (1938), Rogers (1962) and Rokeach (1968) who indicate that values are rank order entities which guide man's behavior in life. But more specifically, the findings support studies by Combs and Snygg (1959). Values differ greatly in the degree of clarity with which they are perceived; those values which are precise in the individuals are most likely to influence behavior.

Recommendations

On the basis of this study, a number of recommendations for further research were formulated:

1. A reliable instrument should be developed or existing instruments should be modified to establish a measure of male clothing values and male clothing consumption patterns.
2. More research is necessary to determine "why" there is only a moderate correlation between General and Clothing Values. Perhaps case studies and record keeping or observation techniques would provide insight into this area.
3. A longitudinal study evaluating clothing values would be helpful in determining if values are relatively stable over time.
4. Measures of spending level should be related to a specific time or at least take into consideration inflation level in order to be

more meaningful and should include information with regards to income from all sources.

5. The degree of correlation between General Values and Clothing Values is meaningful and relevant to specific behavioral aspects of consumers. In consideration of the breadth of such a topic and the lack of information, research is required in this area.
6. The use of the Canonical Correlation is recommended for other behavior and consumer behavior investigations.
7. The degree of correlation between the rank order of each general value with each clothing value should be investigated in terms of consumer behavior. For example, a consumer who ranks economic as second on both the general and clothing value scale may behave quite differently than the consumer who ranks economic second on one scale and fourth on the other.
8. Continued exploration is recommended for the following aspects of consumer behavior in the manner suggested previously in the general discussion: location, motivation, spending level, purchasing practises and consumer concerns.
9. A similar study is recommended with other occupation samples, specific age samples and a single (non-married) population. Such would produce a more reliable cross sample of consumers and enable generalizations to a larger population.

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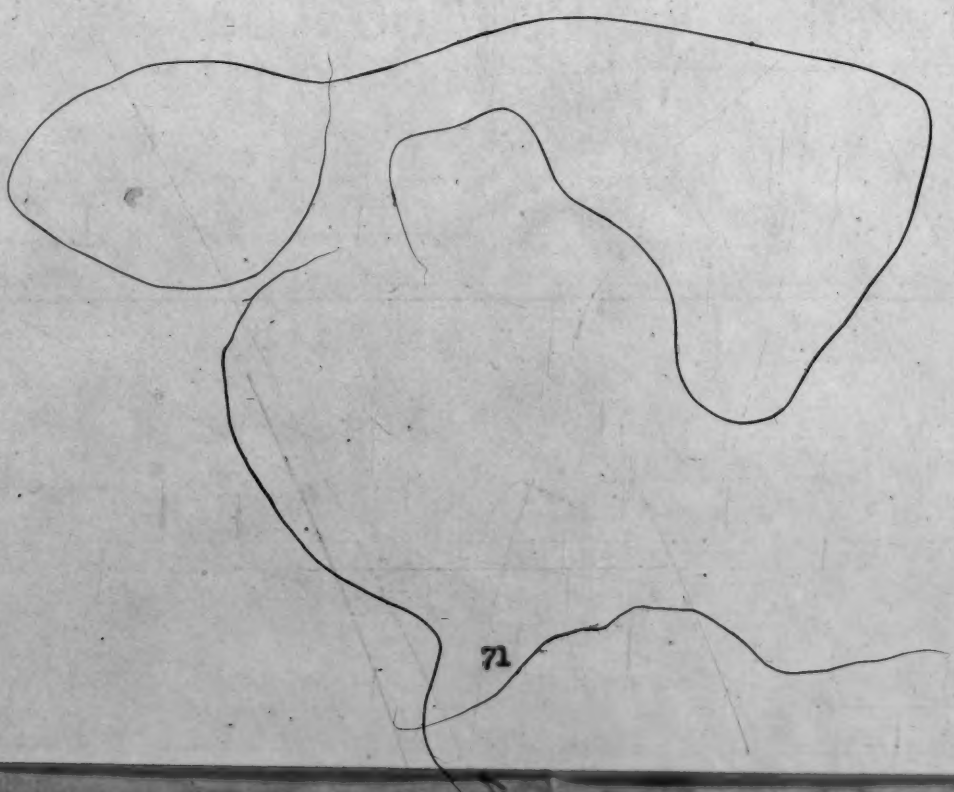
APPENDICES



APPENDIX A

Appendix A

Letter of Introduction to Sample

May 19, 1975

Dear Colleague,

I am a teacher currently completing post graduate work towards a Masters Degree in clothing and textiles. The enclosed questionnaire is a major part of my thesis and I would greatly appreciate your time in completing and returning it to me. I'll be pleased to mail a summary of the results upon your request.

Yours sincerely,

Janet Forest

APPENDIX B

APPENDIX B

Background Information Sheet

Please answer the following questions in the space provided.

1. Sex: (___)

   a) Male
   b) Female

2. Marital Status: (___)

   a) Single
   b) Married
   c) Divorced
   d) Widow(er)

3. What is your age? (___)

4. How many children do you have? (___)

5. What are their ages? (_____)

6. If married, what is your spouse's occupation? (_____)

7. Location of Residence (_____)

8. Location of Work (_____)

9. What level do you teach? (___)

   a) Elementary
   b) Junior High
   c) Senior High

10. How many years have you taught? (___)

11. How many years of University have you completed? (___)

12. In which type of locality is your school? (___)

    a) Rural
    b) Urban
    c) Suburb
    d) Exurb (e.g. Sherwood Park, St. Albert)

APPENDIX C

APPENDIX C

Consumer Information Questionnaire

Please answer the following questions in the space after each question.

1. In what type of retail store do you purchase most your clothing? (____)

   a) Department Store, e.g. Woodwards, Bay

   b) Regular Specialty Shops, e.g. Sally Shop, Tip Top Tailors

   c) Exclusive Specialty Shops, e.g. Donovan, Ken Higham

   d) Discount Stores, e.g. Woolco, Zellers, Woolworths

   e) Tailor or Designer, e.g. Sig Plach

   f) Second Hand Stores, e.g. Next to New Shop

2. In which locality do you do most of your shopping for clothing? (____)

   a) Downtown

   b) Suburb Shopping Center, e.g. Meadowlark, Bonnie Doon

   c) Exurb Shopping Center, e.g. Sherwood Park, St. Albert

   d) Rural Town, e.g. Stony Plain, Spruce Grove, Camrose

3. Please estimate the time you spend travelling between the following locations.

   a) Work and Home (_____) MINUTES

   b) Work and Preferred Clothing Store (Most frequently shopped at) (_____) MINUTES

   c) Home and Clothing Store (Most frequently shopped at) (_____) MINUTES

4. Please estimate the number of times per month you travel between the following locations.

   a) Work and Home (____)

   b) Work and Preferred Clothing Store (____)

   c) Home and Preferred Store (____)

5. When shopping for clothing what is your usual means of transportation? (____)

a) Car

b) Bus

c) Taxi

d) Walking

6. What day of the week do you usually shop for clothing? (____)

a) Monday

b) Tuesday

c) Wednesday

d) Thursday

e) Friday

f) Saturday

g) Sunday

7. What time of the day do you usually shop for clothing? (____)

a) Morning

b) Noon

c) Early afternoon

d) Late afternoon

e) Evening

8. How often do you shop for clothing? (____)

a) More than once per week

b) Once a week

c) Once every 2 weeks

d) Every 3 weeks

e) Once a month

f) Less than once a month

g) Never

9. How do you perceive this shopping for clothing? (____)

a) Very often

b) Often

c) Seldom

d) Very seldom

e) Never

10. When you shop for clothing with whom do you usually shop? (____)

a) Alone

b) With spouse

c) With a (male) friend

d) With a (female) friend

e) With Mother

f) With Father

g) With Brother

h) With Sister

i) With Children

11. When you purchase clothing for yourself, how does your spouse usually react? (____)

a) Strongly approve

b) Some approval

c) Shows neither approval or disapproval

d) Some disapproval

e) Strong disapproval

f) Not applicable

12. How do you feel about most of your clothing purchases when you get them home? (____)

a) Complete satisfaction

b) Some satisfaction

c) Some dissatisfaction

d) Extreme dissatisfaction

13. When dissatisfied with a purchase what do you do? (____)

a) Keep it and wear it anyway

b) Keep it and wear it very seldom

c) Keep it and never wear it

d) Keep it and fix or change it somehow

13. continued

e) Always take back dissatisfactory purchases

f) Usually take back dissatisfactory purchases

g) Seldom take back dissatisfactory purchases

h) Give it away

i) Other _____

14. Dissatisfaction in clothing purchases are usually the result of (____)

a) Poor quality of construction

b) Poor quality of fabric

c) Poor labelling

d) Sizing problem

e) Flammability of fabric

f) Misleading advertising

g) Out of style

h) No occasion to wear

i) Poor fit

j) Others _____

15. Rank the following consumer concern with wearing apparel in order of importance to you (give #1 to your greatest concern): (____)

_____ a) Care labelling

_____ b) Sizing

_____ c) Construction (Seams and Hems)

_____ d) Advertising

_____ e) Quality of fabric

_____ f) Flammability

_____ g) Cost

_____ h) Fit

_____ i) Style

_____ j) Appropriateness

Additional concerns or comments _____

_____

_____

16. Do you have a clothing budget? (____)

a) Yes

b) No

17. If answer to above is (a) Yes:

What percent of your income is budgeted for clothing? (____)

a) 0

b) 1 - 5

c) 6 - 10

d) 11 - 15

e) 16 - 20

f) 21 - 25

g) Above 25%: Specify _____%

18. If you found that you had over spent your clothing budget one month and wanted a particular garment, what would you do? (____)

a) Buy it anyway

b) Put it on lay-away

c) Leave it and hope it won't be sold and come back next month

d) Leave it and forget it

e) Never go clothes shopping when over your budget

19. What is the approximate price you will pay for the following?

MEN'S ITEMS	WOMEN'S ITEMS	MAX.PRICE	MIN.PRICE	(estimate) PRICE OF LAST ONE PURCHASED
Suit	Party Dress			
Sports Coat				
Dress Pants	Skirt			
Casual Pants	Slacks			
Shirts	Blouse			
Sweater	Sweater			
Winter Jacket	Winter Jacket			
Winter Coat	Winter Coat			
Summer Coat	Summer Coat			
Underwear 1 pr. shorts	Underwear 1 bra			
Underwear 1 undershirt	Underwear 1 pr. panties			

20. Which of the following has most influence on your clothing purchases? (____)

a) T.V. advertisements

b) Newspaper advertisements

c) Bulletins or Fliers - sent to your home

d) Magazines

e) Radio advertisements

f) Window shopping

g) Seeing a garment on another person

h) Other _____

21. When you hear or read of a clothing sale and circumstances are such that you are able to go, what is your response? (____)

a) Ignore it

b) Make a point of going and seeing what there is

c) Rush over as soon as it starts so you won't miss anything

d) Other, specify _____

22. How often do you hear of a clothing sale and are unable to go? (____)

a) Very frequently

b) Quite often

c) Sometimes

d) Seldom

e) Never

23. When shopping for clothing do you usually have: (____)

a) A definite item or idea in mind, e.g. color, style, etc.

b) A general item or idea in mind, e.g. pants, shirt, coat, but not specific details

c) No item or idea in mine - just looking for ideas or looking around.

24. What method of purchasing do you usually use when buying clothing? (____)

a) Cash

b) Charge Account

c) Cheque

d) Lay-away

e) Other _____

25. What are your feelings about shopping for clothing? (____)

a) Enjoy immensely

25. continued.

b) Slight enjoyment

c) Slight dislike

d) Strong dislike - get it over with as quickly as possible

e) I never do it

APPENDIX D

APPENDIX D

Clothing Value Measure (Lapitzky, 1961)

Part I

Try to choose the alternative which is relatively more descriptive of you or more acceptable to you. For each question you have 3 points which you may distribute in any of the following combinations: 3-0, 0-3, 2-1, or 1-2 (as you did in Part I of the Study of Values.

1. If you were buying a garment, which would be more important--

   ____a. that it be very beautiful;

   ____b. that it give you a feeling of leadership?

2. If most of your friends were wearing a particular make of raincoat, would you--

   ____a. buy the same make even though you knew you were paying for the name;

   ____b. buy another make which cost less?

3. If a friend wanted to borrow a very "special" garment of yours, would you--

   ____a. be likely to lend it to them knowing it might be returned soiled;

   ____b. try to avoid lending it to them if possible?

4. When going on a short trip, say to New York, which would you consider more important--

   ____a. that the clothes which you take with you require a minimum of care;

   ____b. that the clothes make an especially good impression on others?

5. I would rather wear clothes which--

   ____a. make me stand out in a group;

   ____b. are similar to those others are wearing.

6. If you and a friend were shopping and you saw a garment which both of you wanted to buy very much, would you--

   ____a. rather buy it yourself especially if your friend insisted since you had seen it first;

   ____b. let your friend buy it since it was the only one available?

7. If you owned a valuable piece of jewelry, would you--

   ____a. wear it even though you knew none of your friends could afford such expensive jewelry;

   ____b. refrain from wearing it when with your friends?

8. If you thought everybody would be wearing a cocktail dress suit to a party, would you--

____a. wear one even though you knew your best friend couldn't;

____b. wear one more similar to the type your friend would be wearing?

9. If your sister or best friend who was somewhat heavier than you wanted to borrow a garment, would you--

____a. try to avoid lending it to them since they probably would pull it out at the seams;

____b. let them borrow it?

10. Which would be more important to you--

____a. that your friends approve of the clothes you wear;

____b. that the textures, designs, and colors of your clothes seem becoming to you even if your friends might not approve of them?

11. If you needed a dressy outfit and had to make a choice between two, would you--

____a. select the one with better lines for you but which was somewhat uncomfortable;

____b. select the more comfortable one but with not quite as good lines for you?

12. Would you rather--

____a. be one of the fashion leaders of your group;

____b. wear the popular or established styles?

13. If you and your sister, or brother, mother or father, or best friend were in the habit of wearing each other's clothes, would you--

____a. buy the color which would be equally becoming to both of you;

____b. buy the color which would be very becoming to you but not as becoming to them?

14. If you and a friend were shopping for special garments and she could afford to spend less money than you, would you--

____a. buy one more outstanding than your friend could afford;

____b. buy one near the price range which they could afford?

15. If you were attending an important social function, which would be more important--

____a. that you be one of the most fashionably dressed;

____b. that you be one of the most beautifully dressed?

16. Which street clothing would you rather have--

____a. one which was not exactly comfortable but the style was very popular;

____b. one which was very comfortable but the style was not too popular?

17. If a friend had borrowed your evening wrap or cloak and you needed it, would you--

____a. ask them to return it knowing you would probably hurt their feelings;

____b. wear something else even though you knew others would be wearing evening wraps or cloaks?

18. I think that--

____a. I would like to be a fashion leader;

____b. trying to keep up with fashion is very uneconomical?

19. If the color of an attractive garment of yours was not fashionable, would you--

____a. want to continue to wear it;

____b. prefer not to wear it any longer?

20. If you saw a very attractive garment which cost about 25 percent more than you had planned to spend, would you--

____a. disregard the price and buy it anyway;

____b. not buy it because it cost more than you had planned to spend?

21. If you and your best friend, or some relative, wore each other's clothes and you had a choice between two garments, would you--

____a. buy the more attractive one but which they probably couldn't wear;

____b. buy the less attractive one but which you knew she could wear?

22. Would you rather--

____a. buy clothes in about the same price range as your friends;

____b. buy clothes which are more expensive than your friends buy?

23. If a certain style of shoe was extremely popular and most of your friends were wearing it but it was not the most comfortable style for you, would you--

____a. go ahead and buy the style of shoes anyway;

____b. buy a different but more comfortable style?

24. If you had a white sweater which a not-too-close friend wanted to borrow, would you--

____a. let them borrow it even though they would probably return it soiled;

____b. try to avoid lending it to them?

25. If you knew that all your friends were planning to buy a new garment for a very special occasion, which would bother you more--

____a. to buy one knowing that you would have to donate less than you had planned to a charity drive;

____b. not to have a new garment to wear when everybody else would?

26. If you bought a suit or dress on sale, which would be more important to you--

____a. the fact that it was a designer's garment;

____b. the fact that you had obtained such a good buy?

27. Which would bother you more--

____a. if the garment you were wearing was too dressy in comparison with what other were wearing but extremely attractive;

____b. if your dress was of the same type as others were wearing but not especially attractive?

28. If you had a choice between two street garments, which would you choose--

____a. the one which was very attractive but was not a very good buy;

____b. the one which was not as attractive but was a very good buy?

29. Would you prefer to be--

____a. the best dressed man/woman in your group;

____b. as well dressed as most of the others in your group?

30. At a gathering which would you be more likely to notice first--

____a. the sheer beauty of clothing being worn;

____b. high fashion clothes which have the look of being costly?

Part II

Each of the following statements or questions is followed by five possible attitudes or answers. Arrange these answers in the order of your personal preference by writing in the appropriate space, a score of 5, 4, 3, 2, or 1. To the statement you prefer the most give 5, to the statement that is second most attractive give 4, and so on. Please try to answer all the statements in this manner. When your preferences are

not distinct, try to guess. Be sure not to assign more than one 5, one 4, etc., for each group of statements.

1. In general I prefer clothes which--(remember to give your first choice 5, etc.)

   ____a. require a minimum of time, energy, or money in their upkeep

   ____b. have the look of being costly

   ____c. make my friends feel at ease because they are not more costly or fashionable than theirs

   ____d. are very attractive

   ____e. are similar to those my friends are wearing and hence make me feel at ease.

2. I would rather wear clothes which--

   ____a. make me look distinguished in a group

   ____b. are very comfortable

   ____c. have very good combinations of design, texture, and color

   ____d. make me feel "one of the group"

   ____e. are not more expensive or more fashionable than those my friends are wearing.

3. In regard to my clothing, it is important to me that--

   ____a. the design be especially good

   ____b. I get the most for my money

   ____c. it makes me look successful

   ____d. it makes my friends feel socially comfortable

   ____e. it helps me to be accepted by others.

4. As far as clothing is concerned--

   ____a. it can be very important in getting ahead in the world

   ____b. it is very important in giving a person self-assurance

   ____c. it is important that it be comfortable

   ____d. it can be used to make others feel at ease

   ____e. it can be an outlet for aesthetic expression.

5. Which areas of clothing are you most interested in--

   ____a. the effect on individuals who are poorly dressed in comparison with their friends

   ____b. principles of line, design, and color

   ____c. the conformity aspect of clothing

   ____d. selection and care of clothing

   ____e. use of clothing to gain leadership and prestige.

6. Which would be most important to you--

____a. to have a reputation for being generous when it comes to lending your clothes to others

____b. being one of the most fashionably dressed in your group

____c. a very smart shopper who gets the most for her money when it comes to buying clothes

____d. to have high aesthetic taste in clothing

____e. to have clothes of equal quality to those your friends are wearing.

7. Which of the following aspects of clothing do you consider most important--

____a. usefulness and cost

____b. a means of making others socially comfortable

____c. an expression of socio-economic status

____d. a means of making one feel part of a group

____e. a means of making oneself beautiful.

8. If you were attending an important social function, would it be more important to you to be--

____a. dressed much like the majority of the group

____b. very attractively dressed

____c. dressed like your best friends who you knew couldn't afford to spend as much on clothes as you

____d. very fashionably dressed

____e. very comfortably dressed.

9. Various areas of clothing have been studied. Which of the following do you consider the most important--

____a. use of clothing as an art form

____b. emotional values to the individual of being well dressed

____c. effects upon individuals who do not feel as well dressed as others

____d. means of appraising one's socio-economic status

____e. expenditure and care studies.

APPENDIX E

APPENDIX E

Clothing Inventory Scale (Kernaleguen, 1971)

Please rank these girl's stories in the order which you feel is most like you.

(___) Sue
(___) Sandy
(___) Pam
(___) Debby
(___) Candy
(___) Ann
(___) Nancy

Social Acceptance: Sue enjoys people and hopes that people will like her. She believes that clothing plays an important role in helping an individual adapt to a social situation. Sue attempts to dress appropriately for situations whether it is a barbecue or a job interview.

Economic: Sandy believes that a good wardrobe does not need to be expensive. She is very careful to buy most of her clothing during the off season when it is on sale. Sandy is cautious about buying garments which must be dry cleaned or require a lot of care. She is proud of her ability to combat inflationary prices and moreover plans ahead to save time.

Psychological Comfort: Pam looks for clothing which gives her "peace of mind". She believes that clothing should give you a "Psychic" boost, or make you feel mentally relaxed. There are different colors which Pam feels makes her feel better about herself. Clothing should make the wearer feel good.

Physical Comfort: Debby is very concerned about how clothing feels when you are wearing it. Clothing must fit right and feel right. She shuns styles which impair movement, even if they are in style. She feels that clothing could and should be a "second skin".

Social Leadership: Candy always tries to look outstanding. Friends often ask Candy for her opinion on fashion. She would rarely buy a garment which is commonplace, if it isn't going to rate compliments it isn't worth the money. Candy is the kind of girl who likes to be noticed.

Aesthetic: Ann maintains that beauty should always be expressed in clothing. If the design and color of a garment did not transmit a feeling of attractiveness she would not purchase it. Color, line and design are important to Ann in choosing clothes.

Self Expression: Nancy attempts to tell others about herself through clothing. Nancy sees clothing as a statement to society about her feelings and personality. She believes that clothing is very intimate and must be selected to fit one's personality.

Please read these definitions and rank these clothing values in order of their importance to you.

Definitions:

Self expression:	communicating individuality through clothing.
Aesthetic:	seeking beauty in clothing.
Economic:	seeking maximization of resources through clothing.
Physical comfort:	seeking well-being of body through clothing.
Psychological comfort:	seeking well-being of mind through clothing.
Social Acceptance:	seeking membership with others through clothing.
Social Leadership:	seeking recognition from others through clothing.

List of Values:

Most important to you.	1.
	2.
	3.
	4.
	5.
	6.
Least important to you.	7.

Did you find it difficult -- or impossible, to rank the stories?

Do you have any suggestions for making this test better?

THANK YOU FOR YOUR CO-OPERATION!!!

APPENDIX F

APPENDIX F

1. Letter to Edmonton Public School Board Teachers

November 6, 1975

Dear Colleague:

A short time ago I sent you a questionnaire on Values and Consumer Behavior. Unfortunately due to the postal strike you are unable to return them. I, therefore, request that you send it to me via McNally Composite High School through the inter-school mailing service.

I thank you very much for completing the questionnaire and returning it in the above manner.

Sincerely yours,

Janet Forest

2. Letter to Edmonton Separate School Board Teachers

November 6, 1975

Dear Colleague:

A short time ago I sent you a questionnaire on Values and Consumer Behavior. Unfortunately due to the postal strike you are unable to return them. I therefore, request that you send it to me c/o Ann Pura, Central Office, via your school system mailing service.

I thank you very much for completing the questionnaire and returning it in the above manner.

Sincerely yours,

Janet Forest

3. Letter to Rest of Teachers

November 6, 1975

Dear Colleague:

A short time ago I sent you a questionnaire on Values and Consumer Behavior. Unfortunately due to the postal strike you are unable to return them. I, therefore, request that you send it to me via your school system mailing service to central office.

I thank you very much for completing the questionnaire and returning it in the above manner.

Sincerely yours,

Janet Forest

APPENDIX C

APPENDIX G

TABLE 14

Level of Significance Between Location of Purchases and Background Characteristics and Values of Consumers

		Location of Purchases				
		TYPE OF RETAIL CLOTHING STORE	LOCALITY OF CLOTHING STORE Most Frequently shopped at	TIME SPENT/ MO. TRAVELLING BETWEEN WORK AND HOME	TIME SPENT/ MO. TRAVELLING BETWEEN WORK AND CLOTHING STORE	TIME SPENT/ MO. TRAVELLING BETWEEN HOME AND CLOTHING STORE
Background Characteristics of Consumers	Marital Status	.526				
	Age of Children	.781	.521			
	Spouse's Occupation	.541				
	Location of Residence	.231	.022 *			
	Location of Work	.957	.705			
	Level of Teaching	.731	.987	.364	.668	.903
Values of Consumers	High General Value AVL	.500				
	High Clothing Value LAPITZKY	.978				
	High Clothing Value KERNALSCUEN	.454				
	Low General Value AVL	.202				
	Low Clothing Value LAPITZKY	.673				
	Low Clothing Value KERNALSCUEN	.154				

APPENDIX C

TABLE 15

Level of Significance Between Motivational Aspects and Background Characteristics and Values of Consumers

		Motivational Aspects					
		WITH WHOM THEY SHOP FOR CLOTHES FIRST MENTIONED	WITH WHOM THEY SHOP FOR CLOTHES SECOND MENTIONED	MEDIA INFLUENCES TO CLOTHING PURCHASES	REACTION TO SALE	FREQUENCY OF MISSING A SALE	WHY? (MISSING SALE)
Background Characteristics of Consumers	Sex	.005 *	.828	.265			
	Marital Status	.165					
	Spouse's Occupation	.169	.350				
	Level of Teaching	.948	.759	.166			
	No. of Children			.065			.926
	Location of Residence			.025 *		.077	
	Location of Work			.598			.070
	Level of Teaching			.166	.523	.318	.034 *
Values	High General Value AVL	.803	.462	.856	.619		.388
	High Clothing Value LAPITZKY	.956	.402	.582	.628		.998
	High Clothing Value KENNALECUEN	.796	.268	.569	.035 *		.001 *
	Low General Value AVL	.628	.442	.813	.293		.495
	Low Clothing Value LAPITZKY	.919	.329	.804	.851		.524
	Low Clothing Value KENNALECUEN	.937	.026 *	.022 *	.985		.489

APPENDIX G

TABLE 16

Level of Significance Between Spending Level and Background Characteristics and Values of Consumers

		Spending Level		
		DO THEY HAVE A CLOTHING BUDGET	% OF BUDGET SPENT ON CLOTHING	REACTION WHEN OVER CLOTHING BUDGET
Background Characteristics of Consumers	Spouse's Occupation	.834		
	Level of Teaching	.323	.555	.744
Values of Consumers	High General Value AVL	.238		.560
	High Clothing Value LAPITZKY	.475		.177
	High Clothing Value KERNALEGUEN	.468		.691
	Low General Value AVL	.457		.459
	Low Clothing Value LAPITZKY	.810		.872
	Low Clothing Value KERNALEGUEN	.524		.683

APPENDIX G

TABLE 17

Level of Significance Between Purchasing Practises and Background Characteristics and Values of Consumers

		Purchasing Practises					
		TRANSPORTATION WHEN SHOPPING FOR CLOTHES	DAY OF WEEK - SHOP FOR CLOTHES	TIME OF DAY - SHOP FOR CLOTHES	FREQUENCY OF CLOTHES SHOPPING	MANNER OF CLOTHES SHOPPING (HOW SPECIFIC AN AREA)	METHOD OF PURCHASING
Background Characteristics of Consumers	Spouse's Occupation	.001 *					
	Level of Teaching	.984	.035 *	.758	.846		
Values of Consumers	High General Value AVL					.552	.123
	High Clothing Value LAPITZKY					.682	.725
	High Clothing Value KERNALEGUEN					.073	.655
	Low General Value AVL					.211	.241
	Low Clothing Value LAPTIZKY					.833	.714
	Low Clothing Value KERNALEGUEN					.546	.005 *

APPENDIX G

TABLE 18

Level of Significance Between Consumer Satisfaction and Background Characteristics and Values of Consumers

		Consumer Satisfaction				
		FEELINGS ABOUT CLOTHING PURCHASES	ACTION WHEN DISSATISFIED WITH PURCHASES	DISSATISFACTION REGARDING CLOTHING PURCHASES	OTHER DISSATISFACTION WITH CLOTHING PURCHASES	FEELINGS ABOUT CLOTHES SHOPPING
Background Characteristics of Consumers	Sex		.408			
	Ages of Children		.159			
	Location of Residence			.213		
	Location of Work		.757			
	Level of Teaching	.724	.321	.455	.458	.826
Values of Consumers	High General Value AVL		.925	.310	.412	
	High Clothing Value LAPITZKY		.981	.497	.479	
	High Clothing Value KERNALEGUEN		.651	.599	.198	
	Low General Value AVL		.506	.431	.243	
	Low Clothing Value LAPITZKY		.412	.621	.464	
	Low Clothing Value KERNALEGUEN		.216	.164	.542	

TABLE 19

Level of Significance Between
Level of Teaching of Consumers
and Consumer Concerns

		Level of Teaching
Consumer Concerns	Care Labelling	.176
	Sizing	.019 *
	Construction (Seams & Hems)	.009 *
	Advertising	.048 *
	Quality of Fabric	.019 *
	Flammability	.406
	Cost	.006 *
	Fit	.764
	Style	.767
	Appropriateness	.379

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